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ABSTRACT

The Achieving Membership Program in Forest Lake (Minnesota) attempted to develop, document, and evaluate district level, building level, and child team level strategies to achieve full inclusion in regular schools for elementary-aged students with severe disabilities. The 3-year program had three main components: (1) establishing model demonstrations of inclusive education; (2) establishing support and training strategies; and (3) evaluating processes and outcomes. The program was based on building capacity in home schools via training and technical assistance using a model which stressed collaborative teamwork, technical assistance strategies, and inservice strategies. Among program results were inclusion of 16 students in their home schools by the third year. Among other program outcomes were community-based early childhood programs, changes in job descriptions of special educators, increased collaboration among special educators, and development of numerous products for dissemination. Evaluation indicated that, in general, positive outcomes were realized for the children with disabilities, their families, their classmates, and teachers. Extensive appendices include: the social network survey, the integration checklist, the Scales of Independent Behavior, summaries of structured small group peer interviews and peer interaction observations, results of parent and support staff interviews or surveys, and the program's monthly updates. (DB)

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ACHIEVING MEMBERSHIP IN HOME SCHOOLS FOR STUDENTS WITH SEVERE DISABILITIES

FINAL REPORT

Office of Special Education Programs
Severe Disabilities Branch
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Table of Contents

Abstract i

I. Program Goals and Objectives 1

II. Conceptual Framework 2

III. Model Description 3

- A. Collaborative Teamwork 4
- B. Technical Assistance Strategies/Approaches 5
- C. Inservice Strategies/Approaches 7

IV. Program Challenges and Resolutions 14

V. Evaluation Approaches, Findings, and Implications 20

VI. Program Impact 26

- A. Program's Effect on the Field of Education for Children with Severe Disabilities 27
- B. Program Products 28
- C. Dissemination Activities 32
  - 1. Written Products 32
  - 2. Presentations 34
    - a. Learning From One Another and Others ... 35
    - b. Sharing Our Learning with Others 38

VII. List of Appendices 42

- A: Social Network Survey
- B: Integration Checklist
- C: Scales of Independent Behavior
- D: Structured Small Group Peer Interviews
- E: Peer Interaction Observations
- F: Parent Interviews or Surveys
- G: Stages of Concern Questionnaire
- H: Inclusive Education Monthly Updates
- I: Support Staff Interviews or Surveys

This is the final report of a three year federally funded grant project to the University of Minnesota's Institute on Community Integration. The project was conducted in collaboration with the Forest Lake Area School District #831. Sincere thanks are extended to the staff, students, and parents involved with the seven elementary schools in the district for their efforts to include students with significant disabilities in regular school community life. Points of view or opinions stated in this report do not necessarily reflect the position or policy of the United States Department of Education. No official endorsement should be inferred.

ACHIEVING MEMBERSHIP IN HOME SCHOOLS FOR STUDENTS WITH SEVERE DISABILITIES

GRANT NO: H086D00014

ABSTRACT

The Achieving Membership program was a collaborative demonstration effort of the University of Minnesota's Institute on Community Integration and the Forest Lake Area School District. The purpose of the program was to develop, document, and evaluate district level, building level, and child team level strategies to achieve full inclusion in home schools of elementary aged students with severe disabilities.

The Achieving Membership Program had three main components:

1. Establishing model demonstrations of inclusive education. Scandia Elementary was chosen by the district to be the first school to welcome home students with disabilities. During years two and three of the program, the other six elementary schools in the district engaged in the process of planning and implementing the model. Although the grant focused efforts on elementary age students, the long range goal of the district is to achieve membership in home schools for students of all ability levels and ages. It is anticipated that many strategies developed with elementary age populations can be modified for use with older and younger students.

2. Establishing support and training strategies. In order to make the inclusion a successful experience, education teams need to get the appropriate level of support and training. This support and training can take on numerous forms. The strategies utilized in Forest Lake are detailed in the final report. Briefly, they included the use of district and building-level task forces to work on issues and develop supportive processes and materials (e.g., individual student program development, transition, and non categorical service delivery models).

Building-based and district-wide inservices were conducted, open discussion forums were held, university graduate courses were held in the district during the summer, monthly training opportunities were provided for and by district educators, and training and support was also provided in the context of ongoing and individual student team meetings. A monthly inclusion partner network was established, a district-wide technology team developed, and collaborative planning time was provided for special educators each Friday. Information packets that can be used as self-study guides or as content for a workshop were developed for Forest Lake educators and family members in the areas of transition, collaborative teamwork, individual student program development, and an overview of the concept of inclusion. Lastly, a Forest Lake Yellow Pages was developed that identifies people, places, and material resources in the district that could be helpful in supporting the belonging, active participation, and learning of children with diverse abilities and learning styles in their school community.

3. Evaluating processes and outcomes. Processes and outcomes were evaluated to assist the Forest Lake School District and other districts across the country in learning how to most effectively include students in general education programs and settings. The evaluation process examined both what works and what does not work - for specific students and teams, for each building, for transitioning students, and for providing training and inservice education. Quantitative and qualitative measures were employed to evaluate the processes and outcomes of this program. Several sources of data contributed to this analysis, including information related to students with disabilities, peers without disabilities, general and special education staff, parents of students with disabilities, parents of students without disabilities, and district administrators. Student outcomes were measured in terms of academic and adaptive behavior achievements, social development, and integration into school community life. A multi-faceted dissemination plan was also integral to the program.

I. PROGRAM GOALS AND OBJECTIVES

The Achieving Membership program sought to attain goals in three areas: a) Program Development and Training, b) Evaluation, and c) Dissemination. Listed below are the goals and overall objectives as established in the proposal.

Goal 1: Design and implement individualized educational services in home schools and general education classes.

> **Objective 1: Provide specific information to the Forest Lake Board of Education on program objectives and timelines and a general overview of inclusive education for students with severe intellectual disabilities.**
>
> **Objective 2: Provide inservice training and technical assistance to local school staff and interested parents to form effective collaborative teams and acquire the competencies necessary to educate students with severe disabilities in their home school and age-appropriate general education classes.**
>
> **Objective 3: Provide technical assistance to personnel in each of the participating schools.**

Goal 2: Document and evaluate the process and outcomes of services to students, instructional methods, inservice training, and technical assistance.

> **Objective 4: Finalize the overall evaluation plan.**
>
> **Objective 5: Gather the evaluation data.**
>
> **Objective 6: Analyze the data for each measure.**

Goal 3: Develop and disseminate products related to the program process and outcomes.

> **Objective 7: Develop written products.**
>
> **Objective 8: Develop audio-visual materials (e.g., slides, transparencies) to augment training materials.**
>
> **Objective 9: Disseminate products.**

II. CONCEPTUAL FRAMEWORK

The program was based upon building capacity in home schools via training and technical assistance. Children with disabilities are at high risk for diminished social integration because both frequency of interactions and proximity with same age peers without disabilities is usually compromised in educational programs given the use of separate environments, curricula, and instructional interventions. Many children with disabilities experience extreme isolation from neighborhood peers and even siblings because they are transported out of their home school attendance areas. A major weakness in our current models of educational service delivery is practice that isolates children from their peers. Given this weakness, a primary focus of this program was to have children attend the school they would attend if they did not have a disability label. This program also had a focus on a system-wide change in service delivery for children with severe disabilities. Therefore, our goal was to move all elementary age children with severe disabilities from self-contained classrooms in one school to each child's home school, where she/he would be a member of an age-appropriate general education classroom.

The effectiveness with which one builds capacity is dependent to a large extent on the approach taken in providing training and technical assistance. This program has been based upon the use of a collaborative style of interaction. Friend and Cook (1992) defined interpersonal collaboration as a "style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal." Collaboration in this instance refers to how the partners in this program (Forest Lake school district stakeholders and University of Minnesota personnel) worked together, not what we focused upon. Friend and Cook (1992) identified six defining characteristics of a collaborative style of interaction; based on mutual goals, voluntary participation , parity among participants , shared responsibility for participation and decision making, shared accountability for outcomes, and shared resources. See Vandercook, York, and

Sullivan (1993) for a further delineation of each of these characteristics, with examples related to partnerships between public schools and universities on the issue of inclusive school communities. Suffice it to say that our experience tells us and was confirmed in this program, that the use of a collaborative style of interaction between university and school district personnel increases the likelihood that an innovation such as the inclusion of children with disabilities in the school community will be institutionalized and not fade away when university involvement is formally ended.

The initial training framework was based upon a fairly prescriptive approach. It was our intent to replicate the eight and twelve week courses developed by the University of Vermont inservice training grant. However, as is described below under MODEL DESCRIPTION, the training strategies and approaches changed substantially when university and school district task forces (being true to our collaborative style of interaction) began to work out the details of our training model. Approaches to technical assistance also changed from year to year and were mutually defined by university and school district personnel as needs changed.

III. MODEL DESCRIPTION

The model of support and training utilized in this program consisted of three primary components: collaborative teamwork, technical assistance strategies, and inservice strategies. This section of the report will describe each of these components over the three years of the grant. The following section on PROGRAM CHALLENGES AND RESOLUTION then describes aspects of the model that did not work well, changes that were made to address those issues, and the effectiveness of the revised approaches.

A. COLLABORATIVE TEAMWORK

A collaborative style of interaction was identified in the CONCEPTUAL FRAMEWORK section as a cornerstone of this program's model. It would follow that a number of collaborative teams were developed and utilized throughout the program to develop, implement, and evaluate activities intended to move toward the goal of meeting the needs of children with significant disabilities in their home schools as members of chronologically age-appropriate classrooms. These collaborative teams basically fell into two categories: 1) university/school district teams formed for the primary purpose of planning and learning; and 2) individual student teams, formed to support the belonging, active participation, and learning of an individual child in her/his school community.

Year One

A joint university/school district management team composed of the Director of Educational Services, the district-wide inclusion facilitator, the university coordinator, and the university program director met monthly throughout all three years of the program. This administrative team looked at issues throughout the district related to the development of inclusive school communities and often developed initial proposals for dealing with support and training needs in the district. A second collaborative team structure utilized throughout all three years of the program and beyond were the teams surrounding individual students with significant disabilities who were being educated in their home schools as members of general education classrooms. University personnel were heavily involved with the teams of the three students from Scandia who were the target of year one efforts.

Year Two

In year two, the project moved from supporting children in one school to supporting children in six schools. This broadening of scope changed the support of university personnel from ongoing direct involvement with individual student teams to more of a focus on supporting the Inclusion Partners (special education support teachers).

This support was provided in two ways: 1) large group meetings were held twice per month with the inclusion partners; and 2) technical assistance and support in the buildings (e.g., work in classrooms, attendance at team meetings, etc.) was done in partnership with the inclusion partners.

Year Three

In addition to the continuation of the management team meetings described in Year One, a two hour monthly collaborative team meeting was scheduled between the district-wide inclusion facilitator and the two university coordinators. The focus of these meetings was to communicate about teams and situations across the seven elementary schools and engage in some problem-solving concerning these issues. Inclusion Partners continued meeting to support and learn from one another. These meetings occurred once per month. Year Three also saw a return to more ongoing, intense involvement with three individual student teams and primarily "on call" support to other teams by university personnel.

B. TECHNICAL ASSISTANCE STRATEGIES/APPROACHES

Over the course of the three years technical assistance was provided in many different ways. Task forces consisting of individuals from the school district and the university were formed to tackle issues requiring a lot of concentrated thought and attention from a wide array of stakeholders. These groups did a lot of the work necessary to formulate support strategy frameworks for teachers, parents, and students so that each individual student team was not left to create their own unique way of attending to such issues as individual student program development or transition from one year to the next.

The *Inclusion Practices Priorities Instrument* (Montie, Vandercook, York, Flower, Johnson, and Macdonald, 1992) was developed as a tool to assist teams or individuals working to develop inclusive school communities to assess the school community or an individual student's team on issues related to creating a caring community, teaming together in a collaborative manner, or effectively attending to individual student needs. This assessment tool was used primarily during Years Two and Three with Inclusion Partners, assisting them to determine priorities for attention and also issues that could be the target of collaborative effort between school district and university personnel. A third technical assistance approach consisted of sharing written materials and person/agency specific resources that existed both within and outside of the district with those individuals with whom university personnel worked.

Year One

Technical assistance during Year One consisted primarily of university personnel working very closely with the district inclusion facilitator and the three individual student teams at Scandia Elementary who were being served in their home school, age-appropriate general education classroom for the first time. The university coordinator was a member of each of the three teams and spent time in the classrooms and attended many of the individual student team meetings. Two task forces were also initiated Year One, one focused upon developing and implementing an individual student program development process and the second focused upon developing, implementing, and refining the process used to support a student's transition from one year to the next.

Year Two

The second year of the program, we expanded from working with and supporting three students in one school, to supporting fourteen students in six schools. An inclusion partner (a special education teacher) was identified for each student and served as the case manager. The inclusion partners became the primary focus of university technical assistance and received this support through twice per month Inclusion Partner group meetings as well as support on an individual basis. The *Inclusion Practices Priorities Instrument* was reviewed and discussed with each Inclusion Partner and an action plan written to address those items that were determined to be of the highest priority. The Individual Student Program Development and the Transition task forces continued their work during Year Two which included disseminating this information to others, revising the processes based upon user feedback, and supporting others to effectively use the strategies.

Year Three

The third year of the program saw a return to focusing ongoing, intensive university technical assistance on a smaller number of teams. Three teams were identified based upon their *interest* in working intensively with university personnel, *need* (inclusive education was a new concept for the educators on all three teams), and the *diversity of student needs* represented by the three teams (primary categorical labels of the children included one student labeled mildly mentally disabled, one with significant mental and physical disabilities, and one with emotional/behavioral disabilities). Technical assistance was provided in the areas of explicit curriculum, implicit curriculum, and collaborative teamwork. The *Inclusion Practices Priorities Instrument*, among other tools and strategies, was used to help determine priorities. Action plans were developed and monitored via ongoing team meetings throughout the school year. Monthly Inclusion Partner support meetings continued and "on call" or short term assistance was offered on an "as needed" basis to those Inclusion Partners who were not on the teams receiving ongoing, intensive support. A third task force developed and worked throughout the year on issues related to district-wide non-categorical support structures.

C. INSERVICE TRAINING STRATEGIES/APPROACHES

A variety of approaches were utilized to provide inservice training for educators, family members, and children on the issues surrounding the belonging, active participation, and learning of students with significant disabilities in their home schools as members of age-appropriate general education classes. These included: (a) conducting training in the context of ongoing school activities such as individual student team meetings; (b) providing inservice training at the building level for both staff members and families served by that building; (c) bringing in outside experts to provide training and structuring it in a way that the person also spent time in the classrooms providing hands on technical assistance; (d) providing district-wide inservice training opportunities; (e) conducting open forums throughout the district (both proactively and reactively); (f) providing intensive week long summer training courses that could be taken for graduate credit; (g) supplying information and engaging children in discussions related to issues of inclusion; (h) conducting training on the job during the district's summer school program; and (i) sharing information with the Forest Lake Board of Education on an ongoing basis.

Year One

A large amount of inservice training occurred in the context of ongoing team meetings, particularly related to the issue of collaborative teamwork. Information was provided on collaborative teaming structures and competencies and then those issues were attended to and worked on in the context of ongoing individual student team meetings. This training in context was possible because the university coordinator was a member of each of the three student teams at Scandia and assumed responsibility for sharing the information initially and supporting the implementation and evaluation of its use by each of the three teams.

During Year One, overview inservices on inclusive school communities were conducted at each building for the staff and also for the parent-teacher organization. These inservices discussed the rationale behind inclusive education, shared stories of individual students that had been included and reported outcomes realized for them, informed people of the current efforts occurring in the Forest Lake School district, and provided an opportunity for questions and dialogue. These inservices were facilitated by a joint team of university and school district personnel.

Jackie Levin was the only expert outside of the grant team that was brought in to provide inservice training during Year One. Jackie is the co-founder of a company called Ablenet that develops simple technology to be used to support the active involvement of people with disabilities in their communities. Jackie is also a speech therapist and her inservice training and the follow-up technical assistance in the classrooms at Scandia focused upon the use of simple technology and specifically technology to support the communication of the students with disabilities with their classmates, teachers, and family members. This inservice and follow-up technical assistance was provided for the educators and family members of the three teams at Scandia (the initial school that supported the return of three children with significant disabilities to their home school community).

District-wide inservices were also held for two consecutive days in May for all fourteen of the teams who would be supporting the inclusion of children in their home schools the following year. These teams included general education teachers; special education support teachers; program support assistants; family members; related service personnel such as occupational therapists, physical therapists, and communication disorders specialists; and principals. The content of the inservice and the delivery of information was done by a team consisting of university support personnel and educators and family members from Scandia who had the benefit of working together on inclusive education issues for the past school year. The topics of change, collaborative teamwork-including the roles and responsibilities of various team members, and individual student program development were covered. Time was also provided for the teams to work together and begin planning for the support of individual students in their home schools as members of age-appropriate general education classrooms the following year.

Open forums were another format that was used to share information and provide an opportunity for dialogue with people in the district regarding the development of inclusive school communities. Beginning in January, open forums were provided every other week, before school. The basic format of these forums included a brief sharing of information from one of the team members (district and/or university personnel) currently working to support students with significant disabilities at Scandia, followed by an opportunity for dialogue. In addition to these ongoing forums, two additional open forums occurred during Year One due to the anxiety and uncertainty of people related to inclusive education and their need and request to know more and have the opportunity for dialogue.

One of these forums occurred at the Scandia Community Center and was attended by members of the Scandia community, as well as the neighboring communities who would be including children into their school communities the following school year. The forum included a panel of district educators and family members who had worked to include children in Scandia that school year, and was facilitated by a local minister from Scandia. Panel members were first introduced, provided an opportunity to make any opening remarks, and then responded to questions and comments from the audience. The second forum was sponsored by the Forest Lake Board of Education and included a three person panel that provided information and responded to audience questions and comments. The panel members included the Director of Educational Services in Forest Lake, the project director from the University of Minnesota, and an individual from the Minnesota Department of Education compliance and monitoring office and was facilitated by the Superintendent of Schools in Forest Lake. This forum was attended by both educators and family members in the Forest Lake district, some of whom had experience in the development of inclusive school communities and some who did not.

An intensive one week training course was also developed and delivered during the summer. The course, "Developing Inclusive School Communities," was a University of Minnesota three credit graduate course that was offered in the Forest Lake school district and revised to better meet the needs of those enrolling in the training. The training was conducted from 9:00 - 3:00 each day for a week and taking it for credit was optional. The course participants included special education support teachers, program support assistants, general education teachers, and related services personnel. Content included coverage of a shared agenda between general and special education, curriculum design and adaptations, friendships and relationships, change issues and strategies, and collaborative teamwork and effective interpersonal communication.

A number of specific strategies were also utilized to provide information and facilitate dialogue with the children in Scandia Elementary, both those who were in the classrooms that included a student with significant disabilities and those classrooms that did not. The district and Scandia Inclusion Partners and the university coordinator all offered their support to classroom teachers that wanted to address issues of inclusion in their classrooms. Many different types of support were provided including sharing videotapes and facilitating discussions, expanding upon existing lessons on diversity to include thinking about people with disabilities, and conducting lessons that focused upon similarities and differences. In the classrooms that included a student with significant disabilities, that student was identified as one of the first to be featured as "child of the week" and a member of their family would come in to help interact with the classmates during the student's interview that was part of the ritual that occurred during the featured child's designated week. The family could then help to introduce the child and tell his/her classmates about the child, his/her family, and the things he/she liked to do at home or in the community. Wheelchair etiquette discussions were facilitated by the occupational therapist in each of the classrooms that included a child who used a wheelchair to get around.

The summer school program also provided an opportunity for some hands on inservice training so that staff members who might be having a child for the first time the following school year could visit summer school, get to know the child, and talk to the teachers about effective strategies to support the child's learning.

Written information was provided on an ongoing basis to the Board of Education throughout all three years of the program. Information on inclusion was also routinely shared during the "positive happenings" portion of the board meetings by the Director of Educational Services. In addition to these strategies that were utilized throughout all three years of the program, the first year two "live" presentations were conducted for the Board of Education. In the fall, the Director of Educational Services, the project director from the University, and the principal from Scandia Elementary (the first school in the district to include children with significant disabilities) shared information on the issue of inclusive school communities (what they are, why they are important, who benefits from their development, and how). In the spring, team members from Scandia presented their experience in developing an inclusive school community.

Year Two

The inservice training in context via team meetings happened much less during Year Two because university support was spread across fourteen students versus three. Building "inservices" happened less formally and primarily occurred via quick updates at staff meetings or PTA meetings. University personnel were only involved in one building inservice and that one was conducted with the principal, inclusion partner, and occupational therapist from the school and was the featured presentation for one of the PTA meetings in the fall as a way to inform people and provide an opportunity for dialogue regarding the inclusion of children with disabilities into the school community.

Two outside experts (Peggy Locke and Joe Reichle) were utilized during Year Two to assist in addressing communication challenges for the students who were being included in their school community. These consultants worked primarily with the communication disorders specialists and occupational and physical therapists who then had the job of sharing the ideas and strategies with the teams with whom they worked and applying it to those students for whom it seemed appropriate. After having some time to share ideas with other team members and try things out with students, Peggy Locke returned and provided more ideas and helped to problem-solve some of the issues that were raised as new approaches were utilized with students.

District-wide inservices were provided on a monthly basis for a couple of hours on a Tuesday after school. The idea for "Tuesday Ongoing Training Opportunities" (TOTO) originated from a discussion with the class members from the week long course that had taken place in August. The training topics were also generated from this group and then a follow-up task force finalized the list of topics and identified inservice facilitators for each of the topics. The training topics were jointly presented and facilitated by Forest Lake district staff and University of Minnesota personnel. The inservices were open to anyone in the Forest Lake community. Attendance at the inservices averaged approximately twelve people each time and typically included inclusion partners, program support assistants, general education teachers, and related services personnel. The option was available to take the training for two independent study graduate credits from the University of Minnesota. The following topics were covered via TOTO:

- Collaborative teamwork
- Friendship facilitation
- Literature based learning and storybook journey
- Using technology to bring storybook journey and whole language lessons to life
- Re-thinking traditional evaluations and assessments
- Lesson adaptations to address various skill levels
- Activity-based learning
- Integrating related services
- Supporting positive learning

An intensive training course was also provided during the second summer and focused upon addressing the curricular needs of students with significant disabilities as members of general education classes. In addition to focusing upon what should be taught, the course also focused upon how things might be taught and progress evaluated (systematic instruction and data collection and analysis). The option of taking the course for graduate credit was offered again and the primary participants were inclusion partners and program support assistants. The opportunity to learn about specific students, teaching strategies, equipment use, or curricular design strategies was also available by joining the summer school staff for a time during the summer school session.

Year Three

The third year of the program again provided the opportunity to provide a large amount of inservice training in the context of ongoing team meetings, particularly related to the issue of collaborative teamwork. Information was provided on collaborative teaming structures and competencies and then those issues were attended to and worked on in the context of ongoing individual student team meetings. This training in context was possible because a university coordinator was a member of each of the three student teams that were the focus of ongoing intensive support during Year Three and this individual assumed responsibility for sharing the information initially and supporting the implementation and evaluation of its use by each of the three teams.

Two of the teams that were the recipients of ongoing support from university personnel were from an elementary school that was including students with significant disabilities for the first time. Because this was their first year, an inservice was conducted to share information with the staff about the inclusion of these students and also to dialogue with them and provide an opportunity to get their thoughts verbally and in written form. A survey was developed and passed out at this initial inservice for the purpose of assessing people's understanding and comfort level, and asking them to identify additional information that might be helpful to them.

A need for training, networking, and support was identified by program support assistants during the summer training. Following up on this request, the district-wide inclusion facilitator, university personnel, and a few program support assistants worked together to develop a day of training for program support assistants and also provided time for program support assistants to talk and identify strategies for maintaining an ongoing support network for one another. The opportunity to receive some training by joining in the summer school program was again provided during the third summer.

IV. PROGRAM CHALLENGES AND RESOLUTIONS

A challenge that we faced very early in the program and one that often comes up throughout the process of developing an inclusive school community was striking a balance between issues of membership (doing everything possible to support the child physically, socially, and emotionally to be a part of the classroom and school community) and the readiness or comfort level of the adults in being able to fully support a child's membership. The primary resolution to this issue is empathic listening on the part of university support personnel and supporting the team to engage in ongoing dialogue with one another for the purpose of truly trying to understand one another's thoughts, hopes, and fears. Heightened understanding will assist team members to best address the needs of the child and of the adults and support moving on as new learning occurs and comfort levels increase. Two specific examples of this challenge occurred early in the program. In the original grant proposal it specified that the children would be returned to their home school of Scandia Elementary mid-year and that the fall would be used as a time to engage in transition activities to support that change in placement. That decision was obviously made focusing upon the adult comfort level of this challenge. After some opportunities had been provided for the team members at Scandia to learn a bit more about inclusive education and engage in some dialogue, based upon leadership from the principal, the decision was made to return the students to Scandia right away in the fall so that they would be physically present from the beginning, a potentially important component of membership, a decision that is obviously focusing upon the membership component of the challenge. There are most definitely pros and cons to either decision (returning in the fall or waiting until mid-year), the important point about this decision is that it was directed by members of the child's team and not by some outside "experts" that had a one size fits all model in mind. A second example of this challenge occurred for one of the children who was returning to Scandia. This first grader began the school year with a split program; half a day in first grade at Scandia and half a day in the special program at his old school. This decision was made originally because there were concerns about how the child's therapy needs could be addressed at Scandia. By the end of the first quarter there was team consensus that the child's needs could all be met at Scandia and he then became a full-time member of the first grade. Sometimes new learning and comfort levels will be increased by engaging in dialogue with others who have experience in developing inclusive programs and other times new learning and comfort levels are best accomplished by directly experiencing different strategies.

A challenge inherent in a change effort of any kind is how to share information with others who are not directly involved in the change initiative but who will certainly be impacted by it. We faced this early on as we worked directly with the Scandia school community and also felt a need to provide information to the other six elementary schools in the district and engage in a dialogue with them related to inclusive education. These attempts to share information and engage in dialogue with the other elementary schools were not always well received and there seemed to be negative feelings (sometimes verbalized and other times not) regarding the idea of including children with disabilities into the school community. In retrospect, some of the strategies we think would have resulted in a more positive reception to the idea of inclusive education and to the people sharing information (Director of Educational Services, District Inclusion Facilitator, University Project Director and Coordinator) were as follows:

- Focus upon sharing information and dialoguing with the principal and a smaller building leadership team initially, gaining their involvement and support in sharing the ideas with the broader school community.
- Provide opportunities in the inservice for smaller groups of people to talk with one another and to engage in activities that help them to personalize the issue of inclusion and broaden the discussion beyond the inclusion of children with disabilities to include anyone (child or adult) who is experiencing a sense of exclusion in the school community.
- Either spend time yourself making connections and establishing rapport or conduct the inservice with people who have rapport with the audience.

The third year of the program a building based inservice was conducted at Forest Lake Elementary and many of these guidelines were followed and the general sense of the inservice was that it was received quite positively and resulted in a learning experience for all involved, facilitators and participants.

Year Two of the program saw an increase in the number of students with significant disabilities being included in their school community from three the first year to fourteen the second year. Because of this large increase it was decided that the primary focus of the university supports would be the inclusion partners. One vehicle for providing this support was twice per month meetings with the inclusion partners as a large group. The idea was that this would provide an opportunity for new ideas and information to be shared and for the inclusion partners to learn from one another as well as from university support personnel. A good goal, but realization fell far short of our expectations. Several factors contributed: (a) meetings were only an hour long; (b) the focus became administrative too often (i.e., how is everyone doing with their quarterly reports? don't forget that monthly updates are due next week etc.); (c) the group varied greatly with regard to their support of the concept of inclusion and their skill level in supporting children to be included; and (d) university personnel took on too much of the role of coordination and facilitation. The third year of the program the inclusion partners continued to meet, changes were made, and the goal of providing a forum for learning was realized. Changes included: (a) meeting once per month for one and one-quarter hour; (b) the inclusion partners took the lead on determining the agenda each month and it was set at the end of each meeting for the next month; (c) new learning was a focus and time was provided for people to share information, ideas, and strategies; and (d) university personnel were included as part of the group but consciously avoided assuming leadership roles. The largest indicator that the challenges were successfully met and resolved is the fact that these meetings for the inclusion partners have been continued beyond the grant.

Overall university support Year Two was challenging and frequently felt ineffective, due to the model of support that was established, not the skill or dedication of the university coordinator. Basically the model of support focused upon the inclusion partners and included the inclusion partner twice per month meetings described above and individual support determined by the inclusion partner. Individual support was, in part, determined by going through the *Inclusion Practices Priorities Instrument* with each of the inclusion partners and determining priorities that should be addressed and action plans for addressing them. Fourteen teams and one primary external support resulted quite logically in the primary support person being stretched too thin and the teams feeling inadequately supported. University supports were reconfigured for Year Three to include:

- Working with district personnel on identified training issues
- Supporting inclusion partners via the monthly meeting and "on call" problem-solving
- Specific focus on three voluntary teams to further refine the quality of inclusive education

In addition to focusing ongoing support on three teams versus fourteen, university support was reconfigured so that without increasing any university time, two coordinators were identified so that they could partner with one another and the focus teams. Overall, the university coordinators felt better about the effectiveness of their technical assistance and support to the three focus teams, the inclusion partners, and the district-wide inclusion facilitator. They attributed this primarily to making the task more manageable, having one another as partners, and removing themselves from leadership roles in working with the inclusion partners and the district inclusion facilitator.

The one part of Year Three technical assistance that did not work well for the focus teams was conducting more extended team meetings. Short (30 minutes) team meetings occurred in the fall. However, extended teaming times with the focus teams did not begin until January (even though resources were available to provide planning time). The primary barrier appeared to be people's lack of understanding and experience in working together in teams and recognizing the usefulness of ongoing team meetings. Once the meetings began in earnest in January, team members found them to be very helpful. Leadership (from school personnel) that supported team members to "give it a try" was not present on the team and the university colleagues were trying so hard to be nondirective that they did not push as hard as perhaps they should have. In the future, we would suggest letting people know that even though they might not see the benefit of ongoing, regularly scheduled team meetings, many teams who have had experience including children with disabilities into the school community have found such meetings to be very helpful and, in fact, often identify team meetings as the most important variable in their success. A second strategy that we think would increase people's comfort level with the prospect of working together as a team would be to provide some training on collaborative teamwork for the entire team prior to the school year beginning. The training should be fun and provide the opportunity for relationships to develop and trust to grow and the content should focus upon task and relationship skills, logistics and structure, and problem solving strategies such as creative problem-solving (Giangreco, in press) or the approach delineated by Johnson and Johnson (1987). These problem-solving approaches were utilized with the focus teams and were very useful in helping people move through issues and focus on working together to identify solutions and strategies instead of getting stuck in the problem admiration phase or in the mindset of viewing the problem as one caused and controlled by "things out there," which, of course, leads to feeling powerless to effectively address the issue.

The last challenge is one that plagues most school districts-knowing about and effectively utilizing resources within the district and the state. Two strategies were developed to support this effort. The Director of Educational Services sends copies of the table of contents from journals received by the district to building liaisons. Secondly, a *Supporting All Kids Yellow Pages* was developed, which is a directory of people, places, and materials that currently exist in the Forest Lake school district to support learners of diverse abilities and learning styles to learn together. This resource directory is on disk and the district-wide inclusion facilitator will work with a central administration secretary each year to update the resource directory so that capacities within the district will be known and easily accessed.

V. EVALUATION APPROACHES, FINDINGS, AND IMPLICATIONS

The purpose of evaluation is to answer questions that are of interest and concern to those impacted by the issue. The issue in this instance is the membership, active participation, and learning of children with disabilities as members of appropriate age-grade classrooms in the same school they would attend if they did not have a disability label. Those primarily impacted by inclusion or those with firsthand information regarding the impact of inclusion are: the children with disabilities who become members of general education classes in their home school, the classmates of the children with disabilities in general education classrooms, the parents of children with disabilities, and the educators who serve children in our public schools. Evaluation activities were extensive throughout the project. The specific targets and strategies changed across the years and were jointly determined each year by an evaluation team consisting of personnel from the university and the school district. Evaluation plans for each year are summarized in the three tables that follow. A description of the evaluation activities used each year are briefly delineated here. Information about the results and implications of the evaluation activities follow the year-by-year activities listing. The primary focus for Year One centered upon the return of three students with disabilities to their home school, Scandia Elementary, during the 1990 - 1991 school year. Two students were members of kindergarten classes and one was enrolled in first grade. Year Two focused upon the inclusion of fourteen students with disabilities in their home schools of: Columbus, Forest View, Lino Lakes, Linwood, Wyoming, and Scandia Elementary, during the 1991 - 1992 school year. These fourteen students included six kindergarteners, three first graders, one second grader, two third graders, one fourth grader, and one fifth grader. Year Three focused upon the inclusion of sixteen students with disabilities in their home schools and involved all seven of the elementary schools in the Forest Lake District (Columbus, Forest View, Lino Lakes, Linwood, Wyoming,

Year One Evaluation Plan
1990 - 1991

Table 1
Evaluation Targets, Measures and Administration

Target	Instrument/ Measure	Respondent(s)	Frequency	Person(s) Coordinating/ Administering
Target Students: Students with disabilities transitioned to inclusive settings (n=28)	1. Social Network Survey	a) parent(s) b) classroom teacher c) peer	pre/post annually	S. Johnson J. Olson J. Montie T. Vandercook
	2. IEP Periodic Review	team participating in IEP development	pre/post annually	case manager
	3. Integration Checklist	teachers and support staff	pre/post annually	J. Olson
	4. Scales of Independent Behavior (SIB)	parent	pre/post project	S. Johnson/J. Bauer A. Schumacher
peers without disabilities: classmates of target population	5. Structured small group interview	peers	pre/post annually	J. Montie
	6. Peer interaction observations		monthly	S. Johnson/T. Vandercook
	7. Participation in M.A.P.S. process IEP	peers	ongoing	J. Olson
parents	8. Participation in IEP planning (MAPS)	parent	ongoing	case manager
	9. Structured Interview	parents of children with and without disabilities in target classes (random sample)	post annually tape recorded & interview videotapeparticipants	S. Johnson-develop and administer
child study team members	10. Concerns Based Adoption Model (CBAM) Questionnaire	all (7) principals, classroom teachers, & special education staff from each building	pre/post annually	T. Vandercook S. Johnson
	11. Inclusion Practices Questionnaire	classroom teacher and special education teacher	pre/post annually	J. Montie
	12. Inclusive Education Monthly Updates	In target school, classroom teachers, building principal, special education support personnel, parents.	monthly	J. Olson/J. Montie - pass out S. Johnson - graph and summarize anecdotes

Scandia, and Forest Lake Elementary), during the 1992 - 1993 school year. In addition to the children identified in Year Two, a kindergartener and a fifth grader were added to the focus of our efforts.

Year One (1990 -1991)

- Social Network Survey is designed to give information about the number and kinds of personal relationships that children have. The survey was completed by parents and school team members in September and again in May. In addition, parents of eight kindergarten and first grade classmates also completed social networks in May.

- Integration Checklist is designed to help team members realize additional ways to include students with disabilities more fully in the school community. The checklist is divided into four sections, each related to a different aspect of inclusion; "Go with the Flow," "Act Cool," Talk Straight," and "Look Good". Each section contains several questions about students, teachers, or routines that are rated for a particular student as happening all/most of the time, some of the time, or rarely/never. Core team members completed this survey in September and again in May.

- Scales of Independent Behavior (SIB) is a standardized measure of adaptive or functional behavior skills. Data were collected in a structured interview format with the parents of elementary age children with significant disabilities in the district. These interviews were conducted from October through January.

- Structured Small Group Peer Interviews were conducted to gather information on classmate and focus student attitudes and knowledge about how they view themselves and one another with respect to their abilities/capacities and needs. Interviews were completed at the beginning and end of the year with a small group of students from each of the three inclusive classrooms. The participants in the interview included the newly included child (student with significant disabilities) and several classmates.

- Peer Interaction Observations were conducted to observe children initiate interactions with one another and with the instructors in the room, as well as respond to initiations they received from classmates and teachers. Observations were conducted once or twice per month in each classroom.

- Parent Interviews were conducted to elicit the perspective of parents of Scandia kindergarten and first grade students who were members of a classroom that included a child with disabilities. Families were randomly selected from the three classrooms and fifteen parents were interviewed over the telephone during May and early June.

- Stages of Concern Questionnaire(SOCQ) is a tool used to gain information about the concerns that school staff have with regard to a particular innovation (in this instance, inclusive education). The survey was completed in August by 208 professionals and paraprofessionals from all seven elementary schools and by 167 professionals and paraprofessionals in May.

- Inclusive Education Monthly Updates are surveys that provide the opportunity for staff members and parents directly involved in inclusive education to share their perspective relative to how inclusion is going. These surveys were completed on a monthly basis by classroom teachers, parents, special education staff, principal, paraprofessionals, and specialists (i.e., media, physical education).

- Support Staff Interviews were conducted with staff members (secretary, health aide, custodians, playground and lunchroom assistants, and cooks) from Scandia who were not involved in any of the other evaluation activities. These people play a crucial role in the school community and the interviews were a vehicle for gaining their perspective and feedback related to how the inclusion of students with disabilities into the school community had gone this year and their ideas for improvement. The interviews took place in April.

Year Two (1991 - 1992)

- Social Network Survey was administered again during the fall and spring of the year. Parents and school team members each independently completed a survey.

- Structured Small Group Peer Interviews were conducted with small groups of students from five classrooms at the beginning and end of the school year. An attempt was made to represent both boys and girls with disabilities as well as a variety of ages and ability levels. Interviews were conducted with the following groups: second grade from Scandia; kindergarten from Forest View; kindergarten from Lino Lakes; two third grades from Linwood; and fifth grade from Columbus.

- Support Staff Surveys were developed as an alternative means of gathering feedback from secretaries, custodians, health aides, playground and lunchroom assistants, media clerks, and cooks. Interviews were conducted Year One, however, that approach was not feasible when we moved from working with one school to six. Surveys were distributed in May and twenty-one surveys were returned, with representation from each school.

Year Two Evaluation Plan
1991 - 1992

Key: I.P. = Inclusion Partner
P.S.A. = Program Support Assistant

Table 2 - Evaluation Targets, Measures and Administration

Target	Instrument/ Measure	Frequency	Respondent(s)	Person(s)Coordinating/ Administering	Notes
Target Students: Students with disabilities transitioned to inclusive settings (year two n=15)	1. Social Network Map	Sept & May - annually	a) parent(s) b) special education teacher/ PSA/classroom teacher c) parents of random sample of five classmates	a) D. Flower (w/I.P.) b) D. Flower (w/I.P.) c) D. Flower (w/I.P.)	
	2. IEP Periodic Review	annually	Team participating in IEP development	IEP manager/Inclusion Partner	
	3. Scales of Independent Behavior (SIB)	May or June 1993	parent	School Psychologist	
peers without disabilities: classmates of target population	4. Structured small group interview	Sept & May - annually	2 peers of each target student (& target s)	J. Montie/T.Vandercook/D. Flower	
	5. Participation in developing and implementing IEP	Participate in formal meeting minimum 1 time per year; tapped for ideas (informally) ongoing basis.	Classmates (at least 2 per target student	JM/TV work with Inclusion Partners on this	
parents	6. Participation in IEP planning& ongoing planning	Minimum of 2 times per year "formal meeting"	parent(s)	Inclusion Partner & Classroom Teacher	
	7. Structured Telephone Interview	post annually (May)	parents of children without disabilities in target classes (random sample)	D. Flower	
adult team members & other adults in the school community	8. Structured In-person Interview	pre/post annually (May)	custodians, secretary, lunch aides, cooks	D. Flower, T. Vandercook	
	9. Stages of Concern Questionnaire (SOCQ)	pre/post annually	all (7) principals, classroom teachers, & special education staff (include PSA) from each building	T. Vandercook (w/I.P.)	
	10. Integration Checklist	Sept. & May	teacher, parent, & support staff	Inclusion Partners	
	11. Inclusive Education Monthly Updates	monthly	Classroom teachers, building principal, special education support personnel, parents	I.P.s distribute & collect; give to D. Flower to have ancdotal recorded, copied, & sent back to I.P., I.P. redistribute	
Other	12. Inclusion Practices Technical Assistance Tool	ongoing	Inclusion Partners	J. Montie/T. Vandercook w./I.P.	

- Stages of Concern Questionnaire(SOCQ) was again administered at the beginning and end of the school year, with 182 completing it in the fall and 123 completing it in the spring.

- Integration Checklist was again completed by core team members as a group in October and again in May. Integration checklists were completed in both October and May for nine students.

- Inclusive Education Monthly Updates were solicited from team members from the six schools in the program year two. Respondents included classroom teachers, inclusion support partners, parents, related services personnel, classroom paraprofessionals, physical education teachers, principals, and school psychologists.

Year Three (1992 - 1993)

- Inclusive Education Monthly Updates were solicited from team members from each of the seven elementary schools.

- Scales of Independent Behavior (SIB) were again administered from March through June. Pre and post SIB data were collected for twelve students.

- Support Staff Surveys were again distributed to secretaries, custodians, health aides, playground and lunchroom assistants, media clerks, cooks, and instructional assistants. Thirty surveys were returned and included representation from all seven elementary schools.

Year Three Evaluation Plan
1992 - 1993

Table 3

What	Who	How	Coordinator
Monthly Updates	All Teams	A system is in place and will continue. We would like input about the usefulness of this tool and how it might be used in the future.	Sue Wolff
Scales of Independent Behavior (SIB) Assessment	All Teams	This was done for several students at the beginning of the Achieving Membership program and will be repeated at the end of this school year. Inclusion Partners will be contacted regarding who will be involved.	Joe Bauer
School Staff Questionnaire	All Buildings	A questionnaire regarding inclusive education will be sent to school support staff (e.g., custodians, office personnel, etc.) at the end of the school year.	Terri Vandercook
Stages of Concern Questionnaire	All Buildings	These were done at the beginning of the school year and will be repeated at the end of the school year. This tool gives us information from all of the licensed staff within each building.	Sue Wolff,Terri Vandercook
Parent Survey	All Buildings	We will do a short F.Y.I. newsletter at the end of the school year describing the Achieving Membership Program and its outcomes. This will go home to all of the families in the elementary buildings. Part of this will be a short survey, which any parent can use to provide feedback.	Sue Wolff, Terri Vandercook, Jo Montie

Table 3 continued

What	Who	How	Coordinator
Social Network Diagram	Focus Teams and Other Interested Teams	Inclusion Partners have received information regarding this process. We would suggest doing this at a team meeting which includes the child, as appropriate, and his/her family. We would be glad to assist/support any teams who choose to use this process. If you do this, please send a dated copy to Sue Wolff.	Sue Wolff
Integration Checklist	Focus Teams and Other Interested Teams	Inclusion Partners have received information regarding this tool and its usage. We would suggest doing this at a team meeting. We would be glad to assist/support any team who chooses to use this tool. If you do this please send a dated copy to Sue Wolff.	Sue Wolff
Peer Connection Strategies	Focus Teams and Other Interested Teams	We will share information with Inclusion Partners regarding processes such as peer interviews, Circle of Friends, MAPS. We would be glad to assist/support any teams who choose to use any of these strategies.	Jo Montie

- Stages of Concern Questionnaire (SOCQ) was again administered at the beginning and end of the school year, with 144 completing it in the fall and 139 completing it in the spring.

- Integration Checklist was not used as an evaluation measure Year Three, but rather, as a technical assistance tool. See the summary in Appendix B for a discussion of the ways the instrument was found to be useful by Forest Lake team members.

- Structured Small Group Peer Interviews were conducted with a small group of students from two classrooms. Changes in the interview protocol were made based upon our learning from Years One and Two. See Appendix D for a description of the changes.

- Parent Surveys were distributed to all the parents/guardians of children in nine of the inclusive classrooms, with a total of 76 family members completing surveys in May, 1993. All fourteen student teams were provided with the opportunity and support in using the surveys; nine teacher/inclusion partner teams indicated an interest in using the survey as a tool to gain parent perspectives on inclusive education.

Findings and Implications of Formal Evaluation Measures

The results derived from administering formal evaluation measures indicate that, in general, positive outcomes were realized for children with disabilities and their families, their classmates, and the educators who serve them when children with significant disabilities were supported to belong, actively participate, and learn in their home school community as members of their age-grade classrooms. The results and implications from each of the evaluation measures could easily be turned into a final report in and of itself. Rather than do that, we have included a summary report of findings and implications for each of the evaluation measures for each year it was conducted and then the last report summarizes Year Three information and also discusses insights gained across the three years of the program. Year One and Year Two summaries come verbatim from booklets entitled *Learning Together* that were developed at the end of each program year to summarize and share in a user-friendly manner the things we were learning together. These summaries are grouped by evaluation activities and can be found in appendices A - I. Following is a list of each of the evaluation activities and where the results are located.

- Social Network Survey (Years One and Two)-results in Appendix A
- Integration Checklist (Years One and Two)-results in Appendix B
- Scales of Independent Behavior (Years One and Three)-results in Appendix C
- Structured Small Group Peer Interviews (Years One, Two, Three)-results in Appendix D
- Peer Interaction Observations (Year One)-results in Appendix E
- Parent Interviews or Surveys (Year One and Three)-results in Appendix F
- Stages of Concern Questionnaire (Years One, Two, Three)-results in Appendix G
- Inclusive Education Monthly Updates (Years One, Two, Three)-results in Appendix H
- Support Staff Interviews or Surveys (Years One, Two, Three)-results in Appendix I

VI. PROGRAM IMPACT

This section of the final report covers a wide variety of activities that are all indicators of the program's impact. The first section identifies effects on the field of education for children with significant disabilities, both within the Forest Lake school district and beyond. The next section lists the written products that were developed for dissemination throughout the program. The last section describes the many activities that were utilized to disseminate our learning to others.

A. PROGRAM'S EFFECT ON THE FIELD OF EDUCATION FOR CHILDREN WITH SEVERE DISABLITIES

In the original grant proposal it was suggested that the impact of the program within the Forest Lake school district could be evaluated in terms of continued administrative support for local school placement of the students, the number of students who were transitioned to their home school and maintained there, and the satisfaction of the parents and school personnel with the student's progress. The original proposal also discussed characteristics of the Forest Lake school district that made it an ideal setting for promoting applicability of project findings. First, the district includes one suburban area (Forest Lake, population 4,596) and a vast rural area with a geographical span of over 270 square miles. This will require attention to many logistical factors (e.g., transportation, provision of related services) that many rural school districts face. Second, the district is in the bottom 25% of funding for educational service in the State of Minnesota. Economic advantage, therefore, would not be a barrier to replication in most other districts. Third, because the district does not send learners with labels outside the district, they must be flexible enough to meet the diverse needs of all learners without relying on cooperative or intermediate district structures. Many districts within Minnesota are currently examining ways to develop within district services for all learners. In sum, these characteristics should enhance replication utility. With those two excerpts from the original proposal in mind, consider the following outcomes:

- Children are moved, students with severe disabilities who were once all served in a center-based classroom are now being served in their home schools, as members of age-grade classrooms.
- Early childhood programs are all community-based.
- Special educators in the district are able to use Fridays to collaborate with and learn from others-meeting, coteaching, developing materials.
- Job descriptions have been changed. Inclusion Partners are former teachers of self-contained programs whose primary responsibility now is supporting the membership,

active participation, and learning of students with disabilities who are members of age-grade classrooms.

- Summer school is now integrated with the district's school-age child care program.
- Special educators are beginning to collaborate with one another at the building level and provide non-categorical special education support when it makes sense to do so.
- An elementary principal was recently heard to say, "He is our student, we need to figure out how to make it work."

These outcomes have resulted from a three-year university/school district partnership. In this partnership, many mistakes have been made. Upon reflection, we believe that our commitment to a collaborative style of interaction is what, in the end, has insured positive outcomes for those children included in their school community and has solidified a district commitment to insure those same outcomes for children it may serve in the future.

B. PROGRAM PRODUCTS

Numerous written products for dissemination were developed throughout the program. Products have been in high demand by administrators, district personnel, families, and advocates from throughout the country and already have been widely disseminated. Presented here is a list of products developed at least in part by project personnel and resources.

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2. Johnson, S. & Montie, J. (1991). Lots of learning in first grade. In S. Johnson, T. Vandercook, & V. Gaylord (Eds.) *Inclusive Education in Minnesota...What's Working*. Minneapolis: University of MInnesota, Institute on Community Integration.

3. Johnson, S., Vandercook, T., & Gaylord, V. (Eds.). (Fall/Winter, 1990). *Inclusive education in Minnesota ... What's Working*. Minneapolis: University of Minnesota, Insitiute on Community Integration.

4. Johnson, S., Vandercook, T., & Gaylord, V. (Eds.). (Spring/Summer, 1991). *Inclusive education in Minnesota ... What's working*. Minneapolis: University of Minnesota, Institute on Community Integration.

5. Johnson, S., & Vandercook, T. (Winter, 1992). Parents respond to inclusion at Scandia Elementary. In L. Medwetz,T. Vandercook, & V. Gaylord (Eds.), *Inclusive education in Minnesota . . . What's working*. Minneapolis: University of Minnesota, Institute on Community Integration.

6. Medwetz, L. & Montie, J. (Winter, 1992). Transitions to be "Tackled" as a Team. In L. Medwetz, T. Vandercook & V. Gaylord (Eds.). *Inclusive Education in Minnesota...What's Working*. Minneapolis: University of Minnesota, Institute on Community Integration.

7. Medwetz, L., Vandercook, T., & Gaylord, V. (Eds.). (Winter, 1992). *Inclusive education in Minnesota . . . What's working*. Minneapolis: University of Minnesota, Institute on Community Integration.

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9. Montie, J., Vandercook, T., Wolff, S. (1993). *Overview on inclusion: A few things you wanted to know about inclusive education...and weren't afraid to ask.* Minneapolis: University of Minnesota, Institute on Community Integration.

10. Montie, J., Vandercook, T., York, J., Flower, D., Johnson, S., & Macdonald, C. (1992). *Inclusion Practice Priorities Instrument.* Minneapolis: University of Minnesota, Institute on Community Integration.

11. Montie, J., Wolff, S., Vandercook, T., & Rosenbaum, P. (1993). *Collaborative teamwork: We're all in this together*. Minneapolis: University of Minnesota, Institute on Community Integration.

12. Olson, J. & Montie, J. (Winter, 1991). Forest Lake: Achieving Membership Project. In L. Medwetz, T. Vandercook & V. Gaylord (Eds.). *What's Working...in Inclusive Education?* Minneapolis: University of Minnesota, Institute on Community Integration.

13. Rynders, J. E., Schleien, S.J., Meyer, L. H., Vandercook, T., Mustonen, T. A., Colond, J. S., & Olson, K. (1993). Improving integration outcomes for children with and without severe disabilities through cooperatively structured recreation activities: A synthesis of research. *The Journal of Special Education*. 26(4), 386-407.

14. University of Minnesota, Institute on Community Integration. (1990). *Collaborative teamwork: Working together for full inclusion*. Minneapolis, Author. (Over 4,000 distributed).

15. University of Minnesota, Institute on Community Integration. (1993). *Supporting all kids yellow pages*. Minneapolis, Author.

16. Vandercook, T., Montie, J., & Wolff, S. (1993). *Transition: So you're getting a new student.* Minneapolis: University of Minnesota, Institute on Community Integration.

17. Vandercook, T., & York, J. (1990). A team approach to program development and support. In W. Stainback, & S. Stainback (Eds.), *Support systems for educating all students in the mainstream.* (pp. 95-122). Baltimore: Paul H. Brookes.

18. Vandercook, T., York, J., & Johnson, S. (1990). *Integrated education: Print and media resources.* (3rd ed.). Minneapolis: University of Minnesota, Institute on Community Integration.

19. Vandercook, T. (1991). Leisure instruction outcomes: Criterion performance, positive interactions, and acceptance by typical high school peers. *The Journal of Special Education,* 25(3), 320-339.

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22. Vandercook, T., Flower, D., Montie, J., & Ellson, L. (1991). *Learning together.* Minneapolis, MN: University of Minnesota, Institute on Community Integration.

23. Vandercook, T., Montie, J., Olson, J., Hecker, D., & Opp, M. (1991). Riding the C.O.A.C.H. home. In S. Johnson, T. Vandercook, & V. Gaylord (Eds.), *Inclusive Education in Minnesota. . .What's Working.* Minneapolis: University of Minnesota, Institute on Community Integration.

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25. Vandercook, T., York, J., Johnson, S., & Flower, D. (1991). *Inclusive education: Print and media resources.* (4th ed.). Minneapolis: University of Minnesota, Institute on Community Integration.

26. Vandercook, T., York, J., Macdonald, C., & Gaylord, V. (Eds.). (1991). *IMPACT: Feature issue on inclusive education.* Minneapolis, MN: University of Minnesota, Institute on Community Integration.

27. Vandercook, T., York, J., Sharpe, M., Knight, J., Salisbury, C., LeRoy, B., & Kozleski, E. (Fall, 1991). The million dollar question. *IMPACT Newsletter.* Minneapolis, University of Minnesota, Institute on Community Integration, 4(3), 1, 20, 21.

Also published in: (Winter, 1992). *SAFE Newsletter*, p. 1-2.

28. Vandercook, T., Montie, J., Flower, D., & Ellson, L. (1992). *Learning together*. Minneapolis, University of Minnesota, Institute on Community Integration.

29. Vandercook, T., Orcutt, M., & Gaylord, V. (Eds.). (Spring, 1992). *Inclusive education in Minnesota . . . What's working*. Minneapolis: University of Minnesota, Institute on Community Integration.

30. Vandercook, T., Wolff, S., Flower, D., & Doyle, M. B. (1992). *Inclusive education: Print and media resources*. (5th ed.). Minneapolis: University of Minnesota, Institute on Community Integration.

31. Wolff, S., Montie, J. & Vandercook, T. (Spring/Summer, 1993). We can't do it all, so how do we set priorities? In L. Medwetz, T. Vandercook, V. Gaylord (Eds.). *Inclusive Education in Minnesota... What's Working*. Minneapolis: University of Minnesota, Institute on Community Integration.

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33. Vandercook, T., York, J., & Sullivan, B. (1993). True or false? Truly collaborative relationships can exist between university and public school personnel. *OSERS News in Print*. 5(3), 31-37.

34. York, J., & Vandercook, T. (1990). Strategies for achieving an integrated education for middle school students with severe disabilities. *Remedial and Special Education*. 11(5), 6-16.

35. York, J., Vandercook, T., Caughey, E., & Heise-Neff, C. (1990). Learning opportunities in regular classes. In T. Vandercook, S. Wolff, J. York, & V. Gaylord (Eds.),*TASH Newsletter*, p. 5.

36. York, J., & Vandercook, T., & Stave, K. (1990). Determining favorite recreation/leisure activities. *Teaching Exceptional Children*. 22(4), 10-13.

37. York, J., Giangreco, M., Vandercook, T., & Macdonald, C. (1991). Integrating support personnel in the inclusive classroom. In S. Stainback & W. Stainback (Eds.), *Curriculum considerations in inclusive classrooms*. (pp. 101-116). Baltimore: Paul H. Brookes.

38. York, J., & Vandercook, T. (1991). Designing an integrated program for learners with severe disabilities. *Teaching Exceptional Children*. 23(2), 22-28.

39. York, J., Vandercook, T., Macdonald, C., Heise-Neff, C., & Caughey, E. (1992). Feedback about integrating middle-school students with severe disabilities in general education classes. *Exceptional Children*. 58(3), 244-258.

40. York, J., & Vandercook, T. (1993). Foreward. In M. F. Giangreco, C. J. Cloninger, and V. S. Iverson. *Choosing options and accomodations for children (COACH): A guide to planning inclusive education*. Baltimore, MD: Paul H. Brookes.

C. DISSEMINATION ACTIVITIES

Dissemination efforts were extensive, including: (1) dissemination of written products; (2) presentations at local, state, and national conferences; (3) hosting site visits and engaging in dialogue with teachers, administrators, and family members; (4) conducting inservice training workshops locally, statewide and nationally; and (5) presenting guest lectures in graduate courses at the University of Minnesota and other four-year colleges in Minnesota.

Written Products

The *IMPACT* feature issue on inclusive education (product 20, 21, 26, 27) has been widely disseminated. Since it's initial publication in Fall, 1991, 20,000 copies have been distributed. In addition, three of the articles (products 20, 21, 27) from that issue have been reprinted in regional and national newsletters. A second newsletter, *Inclusive education in Minnesota, what's working?* (products 1-8, 12, 23, 29, 31) was developed that focuses more upon inclusive education in Minnesota. This newsletter presents stories, strategies, events, and products that have been developed in Minnesota and is disseminated primarily to educators and family members in Minnesota. The *Inclusion Practices Priorities Instrument* (product 10) was designed to assist individuals or teams to review best practice indicators for inclusive school communities and establish priority targets for improvement. *Inclusive education for learners with severe disabilities: Print and media resources* (product 18, 25, 30) has been revised on a annual basis and over 2,500 copies have been disseminated the past two years. There are several state departments and a few statewide systems change projects that have expressed an interest in purchasing this guide from us and disseminating it to educators and families in their states. *The Collaborative teamwork: Working together for full inclusion* brochure (product 14) was developed in 1990 and was just revised in 1993. Over 6,000 brochures have been disseminated via conference and workshop presentations and educator and family requests.

Five manuscripts (products 13, 19, 34, 36, 38) have been published in jury refereed journals. An invited manuscript entitled *True or false? Truly collaborative relationships can exist between university and public school personnel?* (product 33) was published in *OSERS News in Print.* Two book chapters and a foreword (products 17, 34, 40) have resulted from our learning in this project.

Eight monographs supporting inclusive education were developed. The topic and purpose of the monographs covered a wide range. A monograph entitled *Learning Together* (products 22, 28) was developed at the end of each of the first two years of the project. The purpose of these monographs was to share the results of our evaluation efforts in a user-friendly way with members of the school community. Five additional monographs or information packets (products 9, 11, 15, 16, 32) were also developed primarily for individuals in the Forest Lake school district. These monographs cover individual student program development, an overview of inclusion, transition, collaborative teamwork, and a yellow pages of support for the provision of inclusive education. The eighth monograph is entitled *Lessons for inclusion* and is intended to assist educators (kindergarten to fourth grade) to develop a classroom community in which all children feel good about themselves and work together to support the active learning and valued membership of all class members.

The University of Minnesota, Institute on Community Integration has a well established and comprehensive dissemination system in place. Products will be advertised through pre-existing channels of communication (e.g., regularly published newsletters) and through special mailings to education professionals at agencies and parent-advocacy networks. Additionally, in just the past two months, October/November, 1993, the inclusive education publications list and the newest monograph, *Lessons for inclusion* have been disseminated widely via conference presentations and poster sessions at the Project Director's meeting for the Severe Disabilities Branch of OSERS, the international TASH conference, and the statewide Minnesota ARC conference.

Presentations

In addition to the development and dissemination of written products, this project has placed a strong emphasis on learning from one another and others. In other words, we have not forgotten the importance of disseminating and expanding our learning with our colleagues in the Forest Lake school district, our project partners. Only eight of the forty-two learning opportunities listed under this category of "learning from one another and others" involve personnel from outside the project. This statistic demonstrates that the strengths and experience of project personnel from both the university and the Forest Lake school district were recognized and utilized. This approach is important from the standpoint of building capacity in the district and establishing an ethic of shared learning and support for one another which it is hoped will contribute to maintenance of effort on the part of district personnel when the project ends and formal university support is not in place.

The more traditional meaning of dissemination, "Sharing our learning with others," also received a great deal of attention during this project. This sharing of information occurred via a number of different formats, including: (1) presentations at local, state, and national conferences; (2) hosting site visits and engaging in dialogue with teachers, administrators, and family members; (3) conducting inservice training workshops locally, statewide, and nationally; and (4) presenting guest lectures in graduate courses at the University of Minnesota and other four-year colleges in Minnesota. Many individuals contributed to our dissemination efforts, both from the university and the Forest Lake school district, including principals, Director of Educational Services, classroom teachers, special educators, related services personnel, family members, program support assistants, university students, and university staff members. Below is a listing of both our "learning from one another and others" and "sharing our learning with others."

a. Learning From One Another and Others

a. Learning From One Another and Others

- Scandia Elementary School Inclusive Education Overview (August 28, 1990). Scandia Elementary. Jack Reese, Terri Vandercook, Jill Olson, Jo Montie.

- Wheelchair Etiquette and Safety Inservices for Classmates (Fall, 1990). Scandia and Columbus Elementary. Gayla Peterson.

- Understanding Similarities and Differences classroom lessons in 6 general education classrooms (Fall, 1990). Scandia Elementary. Gayla Peterson, Deb Hecker, Jill Olson, Jo Montie.

- Simple Technology As Tools For Independence (November 29, 1990). Scandia Elementary. Jackie Levin.

- Integrated Therapy Support (December, 1990). Scandia Elementary. Jennifer York.

- Dialogue with Forest Lake P.T.O. Presidents (January, 1991). Wyoming Elementary. Jill Olson.

- Open Forums on Inclusive Education (January - February, 1991). Forest Lake School District. Jill Olson, Jo Montie, Beth Sullivan, Terri Vandercook, Pat Rosenbaum, Deb Hecker, Judy Benson, Marilyn Opp, Gayla Peterson, Judy Glaser.

- Inclusive Education Overviews (August, 1990 - February, 1991). Scandia, Columbus, Wyoming, Linwood, Lino Lakes, Forest View, and Forest Lake Elementary Schools. Beth Sullivan, Terri Vandercook, Jill Olson, Jo Montie, and Pat Rosenbaum.

- Scandia PTO Inclusion Open Forum (February, 1991). Scandia Community Center. Beth Sullivan, Jill Olson, Deb Hecker, Ellen St. Sauver, Becky Magnuson, Judy Benson, Judy Glaser, Gayla Peterson, Dean Barr.

- C.O.A.C.H. Student Program Development Training (February, 1991). Roseville. Mike Giangreco.

- Achieving Membership: Forest Lake Efforts To Develop Inclusive School Communities (February, 1991). Forest Lake Board of Education. Beth Sullivan, Terri Vandercook, Jack Reese.

- Inclusion at Scandia Elementary (March, 1991). Forest Lake Board of Education. Gayla Peterson, Ellen St. Sauver, Scott Duncan, Judy Benson, Jill Olson, Jo Montie.

- Inclusion - Open Meeting Forum (May, 1991). Forest Lake School District. Beth Sullivan, Terri Vandercook, Adele Cirasy, Gerald Brynildson.

- Forest Lake Inclusive School Communities (May 2 & 9, 1991). Forest Lake School District Elementary Schools. Terri Vandercook, Jo Montie, Jill Olson, Pat Rosenbaum, Sandy Horn, Larry Carlson, Marlene Wolinski, Deb Hecker, Ellen St. Sauver, Judy Benson.
- Forest Lake: Collaboration for Inclusion (August 12 -16, 1991). Forest Lake School District. Terri Vandercook, Jo Montie, Jill Olson, Marilyn Opp, Pat Rosenbaum, Gayla Peterson, Connie Suchan.
- Augmentative Communication Evaluation and Training (October, 1991). Columbus Team, Joe Reichle.
- Columbus P.T.O.: Inclusive Education Sharing (November, 1991). Larry Carlson, Terri Vandercook, Marlene Wolinski.
- Augmentative Communication Training: Beginning Communication Strategies (November, 1991). FLSD Related Services Staff. Peggy Locke.
- Forest View: Best Practice Discussion (November, 1991). Terri Vandercook, Jo Montie.
- Friendship Facilitation Strategies (November, 1991). Forest Lake School District. Carol Marchel, Chris Anderson, Judy Benson, Dick Clayton, Mary Guler, Julie Myles, Elaine Sergeant.
- Literature Based Learning/Story book Journey Strategies to Address Diverse Learner Needs (December, 1991). Forest Lake School District. Chris Anderson, Terry Anderson.
- Using Technology as a Tool to Bring Storybook Journey/Whole Language Lessons to Life in the Classroom (January, 1992). Forest Lake School District. Jackie Levin, Joyce Eckes, Deb Hecker.
- C.O.A.C.H. Student Program Development Training (February, 1992). Roseville. Attended by: Diane Iverson, Carol Marchel, Jo Montie, Carol Plocher, Pat Rosenbaum.
- Augmentative Communication Training: Part II (February, 1992). FLSD Related Services Staff. Peggy Locke.
- Accessing Funding for Augmentative Communication Aides (February, 1992). Berni Ester, Nancy Calkins, Gayla Peterson with Peggy Locke.
- Re-Thinking Traditional Evaluation/Assessment (February, 1992). Forest Lake School District. Sandi Horn, Chris Anderson.
- Lesson Plan Adaptation to Address Various Skill Levels (March, 1992). Forest Lake School District. Barb Brookes, Jill Olson, Jo Montie.
- Activity-Based Learning (March, 1992). Forest Lake School District. David Flower.

- Technology for Inclusion Focus Group (March/April, 1992). Deb Hecker, Gayla Peterson.
- Teaching Children to Care: Fostering Prosocial Skills in Children (April, 1992). Forest Lake School District. Jo Montie.
- Augmentative Communication Training: High Technology (April, 1992). FLSD Related Services Staff. Peggy Locke.
- Critical Link Paraprofessional Conference (May, 1992). Judy Benson, Judy Glaser, Ethelyn Schrom, Jo Zimmerman.
- Valuing Everyone: Celebrating Diversity in Our Schools and Communities (May, 1992). Forest Lake School Districts. Jo Montie.
- Facilitated Communication Workshop and Consultation, (June, 1992). Eden Prairie, Minnesota. Annegret Schubert, Michael McSheehan, Mayer Shevin (attended by Terri Vandercook).
- Integrated Therapy Support: Scheduling Strategies (June, 1992). FLSD Related Services Staff. Jennifer York.
- Systematic Instruction for Students with Disabilities in General Education Classrooms (August 19, 20, 24, 25, 1992). Jo Montie, Pat Rosenbaum, Terri Vandercook, Sue Wolff, Tom Koch, Peggy Locke.
- Technology Training (August, 1992). Mankato State University. Berni Ester, Deb Hecker, and Gayla Peterson.
- Team Trainings on Various Teamwork, Curricular and Community Building Topics (October 1992-May 1993). Forest Lake Elementary Team Members. Jo Montie, Sue Wolff, Terri Vandercook.
- Task force to develop a non-categorical model to support students with special needs (began February, 1993). Forest Lake School District. Terry Anderson, Joe Bauer, Kathy Beach, Judy Benson, Ben Clark, Deb Hecker, Diana Heineman, Marian Herb, Colleen Lightfoot, Gayla Peterson, Pat Rosenbaum, Dave Seaburg, Sue Severson, Sue Wolff.
- Forest Lake Elementary Inclusive Education Update (February 1993). Forest Lake Elementary Staff. Terry Anderson, Ben Clark, Chris Gullachek, Colleen Lightfoot, Jo Montie, Carol Plocher, Sandy Severson, Sue Wolff, Linda Ziemer.
- Non-categorical service delivery model in the Hopkins School District (April, 1993). Tom Koch and Task Force Members.
- Curricular Strategies to Support Student Participation and Learning (May, 1993). Forest Lake School District Program Support Assistants Inservice. Paula Branum, Erin Burke, Jo Montie, Gayla Peterson, Pat Rosenbaum, Carol Wachter, Sue Wolff.

b. Sharing Our Learning with Others

- Achieving Membership Program (October, 1990). American Association of University Affiliated Programs - Poster Session. Susan Johnson.
- Michigan Educators Learn from Forest Lake (November, 1990). Several Michigan administrators, educators, parents visited Scandia and met with staff.
- Classroom Practices . . . Concrete Examples (December, 1990). The Association for Persons with Severe Handicaps (TASH) International Conference. Terri Vandercook, Jo Montie.
- Educators from Rochester Dialogue with Scandia Educators (January, 1991). Two educators from Rochester visit Scandia.
- Achieving Membership Program: Inclusion at Scandia Elementary (January, 1991). Minnesota School Board Association Conference. Jack Reese, Jill Olson.
- Riding the C.O.A.C.H. Home (January, 1991). Minnesota Department of Education Conference, Partners in Educating Children and Youth with Disabilities. Terri Vandercook, Jill Olson, Jo Montie, Deb Hecker.
- Inclusive Education: Addressing Diversity in the Classroom (March, 1991). Hinkley, MN. Jo Montie.
- Values, Facts, Strategies, Stories, Thoughts, Experiences, and Visions of Inclusion from a Minnesota Colleague (April, 1991). PACER Center Statewide Conference. Terri Vandercook.
- What Does It Look Like and How Do You Do It? (May, 1991). University of Kentucky Deaf-Blind Intervention Program Faculty Seminar. Terri Vandercook.
- Collaborative Teaming: Logistics Plus Strategy (May, 1991). Minnesota Association for Persons with Severe Handicaps (MNASH) Statewide Conference. Judy Benson, Scott Duncan, Deb Hecker, Ellen St. Sauver.
- Visions of Inclusion: Sharing Stories from the Heart (June, 1991). Midwest Regional Technical Assistance for Parents Program (TAPP) Conference. Terri Vandercook.
- Collaboration for Inclusion Course, Curriculum and Relationship "Strands" (July, 1991). University of Minnesota. Terri Vandercook, Jo Montie.
- Throughout the year, a variety of school board and community members visited Scandia Elementary to learn more about inclusive education at Scandia (1990 - 91).

- Panel Presentation on Inclusive Education (August, 1991). Intermediate District 917. Judy Benson.
- Minnesota Department of Education Learn About Forest Lake Inclusive Education (September 1991). Mike Trepanier visits Linwood and Scandia.
- Riding the C.O.A.C.H. Home (September, 1991). Rum River Special Education Cooperative. Jo Montie.
- Creative Problem Solving on Inclusion Issue (October, 1991). Inclusive Education = Full Membership Conference, Hopkins, Minnesota. Terri Vandercook.
- Achieving Membership (October, 1991). American Association of University Affiliated Programs Poster Session.
- River Falls, Wisconsin staff learn from Scandia Staff (October, 1991). Teachers and administrators visit Scandia.
- Faribault Team Learns from Forest Lake (October, 1991). Two classroom teachers and special education teacher visit. Columbus, Scandia, and Forest View.
- Kids Learning Together (October, 1991). Green Bay, WI ARC. Jo Montie, Jennifer York.
- Inclusive Classrooms Are A Nice Idea . . . But What Does Reading, Math, Science, and Social Studies Look Like? (November, 1991). The Association for Persons with Severe Handicaps (TASH) International Conference. Deb Hecker, Jo Montie, Marcy Wirth, Terri Vandercook.
- Achieving Membership in Home Schools (November, 1991). Project Directors Meeting for the Severely Handicapped Branch of OSERS. Terri Vandercook.
- Nurturing and Celebrating Diversity in Our Elementary Schools (January, 1992). Turtle Lake Elementary, Moundsview, Minnesota. Jo Montie.
- A Day In the Life . . .Learning from Jason and his Team (January, 1992). Gideon Pond Elementary, Burnsville, Minnesota. Terri Vandercook.
- Teaming to Return Kids to Home Schools (January, 1992). Stillwater School District. Deb Hecker, Marcy Wirth.
- Illinois Educators Learn from Forest Lake (February, 1992). Beth Sullivan.
- No! Any Other Questions? (March, 1992). Minnesota Regional Leadership Training. Terri Vandercook.

- Learning Together - "Minnesota" Meets New Hampshire (March, 1992). New Hampshire's Statewide Systems Change Program. Terri Vandercook.

- Choosing Options and Accomodations for Children (April, 1992). St. Thomas graduate course. Terri Vandercook.

- North Dakota Educators Learn from Forest Lake (April, 1992). Nine educators from schools in North Dakota visit Linwood, Forest View, and Scandia.

- All Children Learning Together (May, 1992). Jo Montie and Redwing Parent Group.

- Inclusive Education (June, 1992). Institute on Community Integration Faculty and Community Advisory Committees. David Flower.

- Collaboration for Inclusion Course (June, 1992). University of Minnesota. David Flower, Jo Montie, Terri Vandercook, Jennifer York.

- Leadership Training on the Inclusion of Student with Disabilities into the School Community (August, 1992). Minnesota Inclusive Education Technical Assistance Program. Terri Vandercook, Laura Medwetz, David Flower.

- MAPS, Personal Futures Planning, Family Assessment, and Goal Selection (August, 1992). University of Minnesota graduate course. Terri Vandercook.

- Inclusive Education: A Sharing of Vision, Resource and Strategies (September, 1992). Hamline University graduate course, St. Paul, Minesota. Terri Vandercook.

- Full Inclusion: Management and Service Delivery Issues (October, 1992). Presentation for a University of Minnesota graduate course on special education administration, Minneapolis, Minnesota. Terri Vandercook, Gary Prest, Beth Sullivan, Ron Watkins.

- School/University Collaboration: A Progressive Process - Some Lessons Learned (October, 1992). Presentation for the Annual Project Directors meeting for the Severe Disabilities Branch of OSERS, Washington, DC. Terri Vandercook.

- There's No Recipe for Inclusion . . . but . . . Classroom Teacher Ownership, Team Collaboration, and Empowerment of Students and Adults are Some of the Necessary Ingredients (November, 1992). Presentation at the Nineteenth Annual International TASH conference, San Francisco, CA. Terri Vandercook, Jo Montie, Marcy Wirth, Mary Fortney.

- Learning Together: Valuing All, Empowerment, and Creative Problem-solving (December, 1992). Minnesota Educational Effectiveness Program. Jo Montie, Laura Medwetz.

- Some Keys to Collaborative Teamwork (January, 1993). Minnesota Inclusive Education Technical Assistance Leadership Training. Sue Wolff, Laura Medwetz.
- Inclusion: What It It? and MAPS: What Is Our vision? (January/February, 1993). Facilitated district-wide teams from Owatonna and Moorhead to work through these issues, Owatonna and Moorhead, Minnesota. Terri Vandercook, Ed Colon, Mary McDevitt, Laura Medwetz.
- Some Keys to Collaborative Teamwork (January, 1993). Minnesota Inclusive Education Technical Assistance Leadership Training. Sue Wolff, Laura Medwetz.
- No! Any Other Questions? (February, 1993). Presented information to a district-wide team from Moorhead on strategies for dealing with resistance, Moorhead, Minnesota. Terri Vandercook.
- Achieving Membership Program Poster Session (March, 1993). Statewide Together We're Better Inclusive Education Conference. Terry Anderson, Chris Gullachek, Marian Herb, Colleen Lightfoot, Jo Montie, Carol Plocher, Sue Wolff, Linda Ziemer.
- Panel Presentation on Inclusive Education (March, 1993). East Metro School Psychologists. Deb Hecker, Sue Wolff.
- Collaborative Teams Make Inclusive Education Work (March, 1993). Minnesota Association for Persons with Severe Handicaps (MNASH) conference. Sue Wolff, Laura Medwetz.
- A Menu of Strategies for Supporting the Development of Iowa Schools As a Place to Grow . . . Learn . . . Connect . . . and Belong (March, 1993). Presented a two day workshop for Iowa teams as part of the Iowa Conference on Innovative Practices in Special Education, Cedar Rapids, Iowa. Terri Vandercook, Jo Montie.
- Conflict Resolution: People Change Their Minds When They Are Talking (April, 1993). Information presented to a district-wide team from Moorhead, Minnesota. Terri Vandercook.
- Collaboration for Inclusive Schooling (June, 1993). University of Minnesota graduate course, Minneapolis, Minnesota. Jo Montie, Terri Vandercook, Sue Wolff, Jennifer York.
- Inclusive School Communities: What Does That Mean? What Do They Look Like? How Do You Do It? (July, 1993). Presentation for University of Minnesota graduate course on contemporary services for persons with developmental disabilities, Minneapolis, Minnesota. Terri Vandercook.
- Family-Centered Assessment Approaches: MAPS and COACH (August, 1993). University of Minnesota graduate course, Minneapolis, Minnesota. Terri Vandercook.

- Inclusion Mentorship Summer Training Institute (August, 1993). Together We're Better Program, St. Paul, Minnesota. Terri Vandercook.
- Can't We All Just Get Along? (May, 1993). North Branch School District, Middle School Health Week. Jo Montie.
- Facilitating Friendships and Building Community Panel (June 23, 1993). Guest Speaker in Collaboration for Inclusion Graduate Course. Terry Anderson.
- Class Meetings and Lessons for Inclusion (July, 1993). Hamline University Graduate Course. Jo Montie.
- Resolving Conflict Effectively is a Part of Teamwork (July 1993). University of Minnesota Graduate Course. Jo Montie.

VII. LIST OF APPENDICES

A: Social Network Survey

B: Integration Checklist

C: Scales of Independent Behavior

D: Structured Small Group Peer Interviews

E: Peer Interaction Observations

F: Parent Interviews or Surveys

G: Stages of Concern Questionnaire

H: Inclusive Education Monthly Updates

I: Support Staff Interviews or Surveys

Appendix A:
Social Network Survey

Social Network Diagram

The Social Network Diagram is completed by parents and school team members and is designed to give information about the number and kinds of personal relationships that children have; in other words, the "social network" in which they live. The Social Network diagram consists of four concentric circles. The child is at the center, and each circle represents the degree of "closeness" that characterizes different kinds of relationships. Parents and school team members who complete the diagram think of the people that are part of the child's life, and place names in one circle or another on the diagram.

Parents, teachers and program support assistants of children included for the first time in regular classes at Scandia Elementary during the '90-'91 school year completed Social Network diagrams in September and again in May. In addition, parents of eight kindergarten and first grade classmates also completed Social Networks in May. The information from the diagrams gives a picture of how the social networks of children with disabilities might be changed by inclusion.

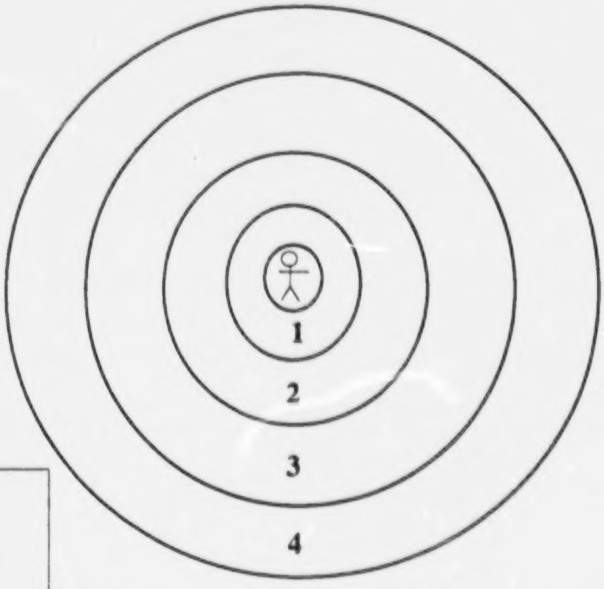
SOCIAL NETWORK DIAGRAM

Circle #1: Write the names of the people closest to the student; the people he/she loves and counts on the most.

Circle #2: Write the names of the people that the student really likes and can count on, but not quite as much as those identified in Circle #1.

Circle #3: Put groups of people the student does things with, like Scouts, swimming, clubs, etc.

Circle #4: Identify the people who are paid to be in the student's life, like doctors, teachers, etc.



THINGS WE LEARNED

- In September, teachers of children with disabilities did not place any children in circle one or circle two on diagrams of children with disabilities; in other words, teachers did not identify any peers that were close to children with disabilities. In May, teachers placed between three and six names of peers in circle two.
- Children with disabilities had many more names in circle four than did their classmates. This means that many of these childrens' social contacts were with people paid to be in their lives.

> “Emily whispered a secret to Jaime during group time. She was secretive I couldn't hear, but Jaime got very still.”

> “Jason's presence has brought out the best qualities in each of his classmates. They are tender, sensitive, kind and thoughtful toward and with Jason.”

> “Arthur is getting more phone calls from his classmates.”

Social Network Diagram

Every person has a complex network of family, friends, groups, and acquaintances. The Social Network Diagram is a tool for describing the community of people that "surround" an individual and are a part of his or her life. The diagram conveys that we are very close to some people, but that other people may be frequent or necessary parts of our lives yet not be so close to us.

The Social Network Diagram consists of four concentric circles. These circles represent different kinds of intimacy, closeness, or importance of the different people in our lives.

To complete the diagram, parents or teachers picture the child at the center of the network, then think of all the individuals involved in that child's life. Individual names are written into the circle that best describe that person's place in the child's network.

A Social Network Diagram can be used with any child. A Diagram may be especially useful in identifying children with limited social networks or few friends. Adults and children can then work together to build a "circle of support" around children who may be lonely or isolated.

During the Fall and again in the Spring of the 91-92 school year, parents of students with disabilities and some of their classmates completed Social Network Diagrams. In addition, school team members of students with disabilities also completed diagrams for those children. ■

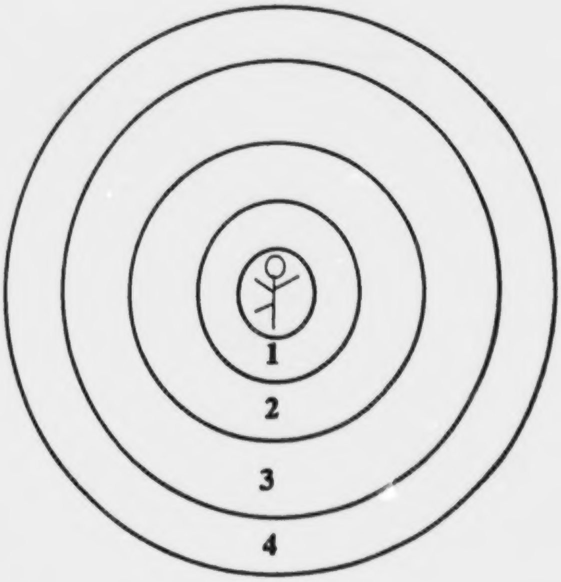
SOCIAL NETWORK DIAGRAM

Circle 1: is made up of those people closest to us; the people we love or count on the most.

Circle 2: consists of people we like and that we can count on, but aren't as close as those in Circle 1.

Circle 3: consist of *groups* of people that we do things with, such as clubs, classes, teams, and so on.

Circle 4: is made up of people that are paid to be in our lives, such as doctors, teachers, and so on.



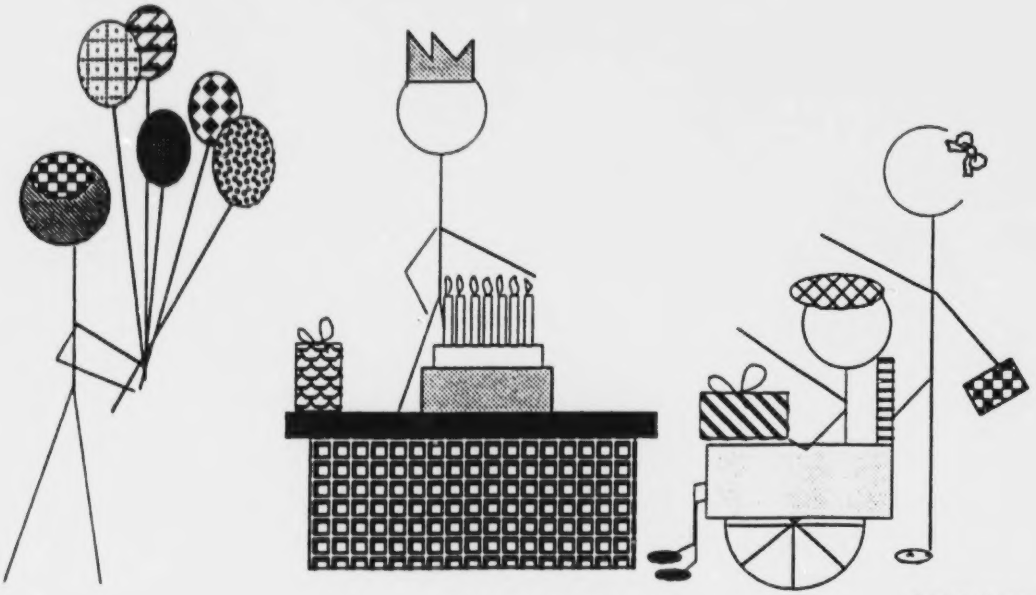
> I found out at conferences that many of my students used our class phone book to call Brooke at home.

THINGS WE LEARNED FROM CHILDREN'S SOCIAL NETWORKS

- Parents of students with and without disabilities could think of many family members, friends, and acquaintances to fill in their children's networks.
- In the fall, teachers who completed social networks for students with disabilities rarely identified friends of these children. By spring, though, most teachers were able to name several friends.
- Children without disabilities had a large number of groups in Circle 3, including Scouts, athletic teams, day care, and church groups. Children with disabilities also participated in these kinds of groups, but generally had fewer groups named in Circle 3.
- Children with disabilities had many more people in Circle 4, especially doctors, therapists, and other medical or educational professionals, than did their classmates. In other words, many more of the people in the networks of children with disabilities were adults who were paid to be in their lives.

> “Ana appears to be getting connected to classmates and establishing some genuine relationships and friendships . . . great to see!”

> “Olga had a birthday party. She invited six friends. The friends were thrilled. They enjoyed themselves so much!”



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Appendix B: Integration Checklist

✓ Integration Checklist

The Integration Checklist was developed to help team members realize additional ways to include students with disabilities more fully in the school community. The checklist is divided into four sections, each related to a different aspect of inclusion: "Go With The Flow", "Act Cool", Talk Straight", and "Look Good". Each section contains several questions about students, teachers or routines that are rated for a particular student as happening all/most of the time, some of the time or rarely/never. (Some examples of checklist questions are given below). Core team members completed the checklist as a group during the first month of school (September, 1990) and the last month of school (May, 1991). Core team members included the parent(s), classroom teacher, inclusion support partner (special education teacher), and the program support assistant (paraprofessional). Team members who were unable to attend the meeting were asked to provide written feedback on the checklist for consideration at the meeting. All three students made substantial positive gains across all four categories from the pre to the post measure.

Going With the Flow Means:

✓ **Students with disabilities have the same routines and participation opportunities as classmates.**

"Does the student engage in classroom activities at the same time as classmates?"

Acting Cool Means:

✓ **Students with disabilities participate in classroom activities both independently and with appropriate support from teachers and classmates.**

"Is the student given assistance only as necessary, and is assistance faded as soon as possible?"

Looking Good Means:

✓ **The dress, accessories, equipment, and overall appearance of students with disabilities is similar to classmates.**

"Does the student have accessories that are similar to those of classmates (e.g., oversize tote bags, friendship bracelets, hair jewelry)?

Talking Straight Means:

✓ **Communication needs of students with disabilities are met, and communication facilitates class participation.**

"Do classmates know how to communicate with the student?"

> **“ Jaime was chosen by a classmate to be the cow in our play, "Mrs. Wishy Washy." They were also very happy to see her upon her return from the dentist one day!" ”**

✓ Integration Checklist

The Integration Checklist was developed to help team members realize additional ways to include students with disabilities more fully in the school community. Mere presence in a general education classroom is not enough. To be truly integrated, students with disabilities must be included in the activities, routines, and social life of the general education classroom and of the school. The checklist is divided into four sections, each related to a different aspect of inclusion: "Go With The Flow", "Act Cool", "Talk Straight", and "Look Good". Each section contains several questions about students, teachers, or routines that are rated for a particular student as happening all/most of the time, some of the time, or rarely/never. (Examples of checklist questions are given below). Core team members completed the checklist as a group at the beginning of the year (October, 1991) and at the end of the year (May, 1992). Core team members included the parent(s), classroom teacher, inclusion partner (special education teacher), and the program support assistant (paraprofessional). Integration checklists were completed in both October and May for nine students. In three of the categories (go with the flow, act cool, and look good), the ratings were high and the majority of children showed mild positive increases from fall to spring. In the "Talk Straight" category, however, positive ratings roughly doubled for each of the nine students!

Going With the Flow Means:

✓ Students with disabilities have the same routines and participation opportunities as classmates.

Example:

"Does the student engage in classroom activities at the same time as classmates?"

Acting Cool Means:

✓ Students with disabilities participate in classroom activities both independently and with appropriate support from teachers and classmates.

Example:

"Is the student given assistance only as necessary, and is assistance faded as soon as possible?"

Looking Good Means:

✓ The dress, accessories, equipment, and overall appearance of students with disabilities is similar to classmates.

Example:

"Does the student have accessories that are similar to those of classmates (e.g., oversize tote bags, friendship bracelets, hair jewelry)?

Talking Straight Means:

✓ Communication needs of students with disabilities are met, and communication facilitates class participation.

Example:

"Do classmates know how to communicate with the student?"

> "I have had the benefit of observing Jose in this environment and also in his self-contained special education environment. He appears to have gained more speech skills, interpersonal awareness, and age-appropriate behavior in one year than he did for all those years together in the self-contained classroom. I think positive role models help! (And wonderful support staff.)

1Integration Checklist Summary

During the 1992-1993 school year core team members (classroom teacher, special education support teacher, program support assistant, and program co-coordinator) for three students completed the checklist at the beginning of the year (October, 1992) and the end of the year (May/June, 1993). In the "Go With the Flow" section all three students started the year with mostly positive ratings and made mild positive increases. In the "Act Cool" and "Talk Straight "sections, all three students made positive increases. In the "Look Good" section, all three students started with very high ratings which were maintained or increased.

The Integration Checklist was done for three students during the first year of the project (September, 1990 and May, 1991) and for nine students during the second year of the project (October, 1991 and May, 1992). During the first year, all three students made substantial gains across all four categories from the beginning of the year to the end. During the second year, the ratings in three categories (Go With the Flow, Act Cool, and Look Good) were high and the majority of children showed mild positive increases from the beginning of the year to the end. In the "Talk Straight" category positive ratings roughly doubled for each of the nine students.

Throughout the three years of the project, the Integration Checklist was used as a technical assistance tool to help teams increase their awareness of issues related to a student's membership, active participation, and learning. During the first year of the project, the Integration Checklist was primarily intended as a tool to help evaluate changes (i.e., increases or decreases in the degree and quality of inclusive practices for individual students) that occurred from the beginning to the end of the school year.
However, during the second year of the project it became clear that the primary strength of the Integration Checklist was as a team problem-solving and learning tool. We found that the tool was not "fine-tuned" enough to reflect many of the changes that occurred with respect to children's inclusion in general education classrooms, but that it was very effective at creating dialogue and discussion around effective practices

for individual students. Thus, although the changes in data described above are certainly not irrelevant, they do not reflect the whole picture. Use of this tool has resulted in many helpful outcomes that go beyond whether a given practice is rated as happening most of the time, some of the time, or rarely, related to a given student.

Some of the ways that Forest Lake team members have found the Integration Checklist useful are as follows: 1) It has been used by teams at the beginning of the school year to communicate about what is happening and how things are going, as well as to set some initial priorities for the student and the team. 2) It has been used to provide information to new members who join the team during the school year. 3) It has been used as a "helpful hints" brochure for classroom volunteers, room parents, and other visitors to the classroom. 4) It has been used as a tool to help resolve conflicts about how to support a student. When using it in this way, teams have reviewed and discussed the checklist items in order to help bring the team together. 5) It has been used as a transition tool at the end of the school year. When used in this way, it provides a mechanism for sharing information with the new classroom teacher and other new team members to start looking ahead to the new school year and also allows the team to reflect upon and celebrate growth. All of these methods of using the Integration Checklist provide opportunities for teams to reflect upon and identify ways to support a student's membership, participation, and learning in his or her classroom and school community.

Appendix C:
Scales of Independent Behavior

Scales of Independent Behavior

The Scales of Independent Behavior (SIB) (Bruininks, Woodcock, Weatherman, and Hill, 1984) were completed pre- and post- project on 12 students. Pre-project data were collected from October 1990 through January 1991, except for one student whose pre-project data were collected in June 1991. Post-project data were collected from March 1993 through June 1993. Eight of the twelve students with pre- and post-project data were directly involved in the Achieving Membership program; the other four were not a direct focus of the program, but receive special education services in the Forest Lake Schools. Three of the students in the program had only pre-project data and no post-project SIB data. Four of the students in the program had neither pre- nor post-project SIB data, because they moved into the district during the second year of the project or they were identified as target students later in the project.

The SIB is a standardized measure of adaptive or functional behavior skills. These skills are important in school, home, and community environments. Data are collected from a respondent who knows the student well in a very structured interview format and are compared to a national norm sample of same-age children. The SIB is comprised of four subdomains: Motor Skills, Social and Communication Skills, Personal Living Skills, and Community Living Skills. A Broad Independent Functioning score or Full Scale score is derived as an average of the four subdomain scores. The Motor Skills subdomain measures both fine and gross motor skills. The Social and Communication subdomain examines skills in three areas: social interaction, language comprehension, and language expression. In the Personal Living Skills subdomain, eating, toileting, dressing, and other self-care skills are examined, as well as domestic skills. Finally, the Community Living Skills focuses first on time/punctuality and money/value concepts, then looks at the student's work skills and home-community awareness including safety issues.

For the twelve children with pre and post data, the parents were the respondent in all cases except one; a paraprofessional working with this student in the school community was the respondent in this case. Nine mothers and two fathers were the respondents for the other students.

For the eight students who were a part of the Achieving Membership program, there was very little relative change in SIB results over approximately 30 months (pre to post). That is, there was little change in the students' standard scores or percentile ranks across domains. This result suggests that, in comparison to other children their age, these students continued to demonstrate significant delays in all areas of functional behavior. This finding also suggests that continued special education support services in the school community with a focus on functional skills is very appropriate for all of the students. These results also suggest that the inclusion of these students as a focus of the Achieving Membership program was very appropriate. However, when compared to themselves rather than their peers, change and progress was noted in several of the students. These changes were most notable when comparing age equivalent scores across time. Albeit the age equivalent score is not as statistically reliable as standard scores, it is useful, in conjunction with other evaluation measures such as the IEP, in looking at gains the child has made in specific areas. Two students can be used as an illustration, Ned and Andy. The SIB results, pre and post for each follow.

Ned

November 1990

	Age Equivalent Score	Percentile Rank
Broad Independent Functioning	1 year, 11 months	First percentile
Motor Skills	2 years, 8 months	First percentile

Social and Communication Skills	1 year, 5 months	First percentile
Personal Living Skills	2 years, 1 months	First percentile
Community Living Skills	1 year, 8 months	First percentile

June 1993

	Age Equivalent Score	Percentile Rank
Broad Independent Functioning	3 years, 4 months	First percentile
Motor Skills	4 years, 7 months	4th percentile
Social and Communication Skills	2 years, 3 months	First percentile
Personal Living Skills	2 years, 10 months	First percentile
Community Living Skills	2 years, 11 months	First percentile

Of the eight students involved in the program who had both pre and post SIB data, Ned clearly was the student who appeared to have made the most progress based solely on these data. These results suggest significant growth in his adaptive behavior skills overall as indicated by the full scale or Broad Independent Functioning score; change in the age equivalent score from 1 year, 11 months to 3 years, 4 months. Significant growth (from 9 months to 23 months change in age equivalent scores) is also noted in the four subdomains. Little change is noted when only the standard scores or the percentile ranks are examined; both continue to place Ned in the severely delayed range. However, there clearly has been growth and it is important to examine other evaluation measures, such as Ned's IEP, for a clear picture of his progress and growth in terms of functional or adaptive behavior skills.

Andy

October 1990

	Age Equivalent Score	Percentile Rank
Broad Independent Functioning	1 year, 4 months	First percentile
Motor Skills	1 year, 4 months	First percentile

Social and Communication Skills	1 year, 0 months	First percentile
Personal Living Skills	1 year, 9 months	First percentile
Community Living Skills	1 year, 6 months	First percentile

March 1993

	Age Equivalent Score	Percentile Rank
Broad Independent Functioning	1 year, 11 months	First percentile
Motor Skills	3 years, 0 months	First percentile
Social and Communication Skills	1 year, 5 months	First percentile
Personal Living Skills	2 years, 0 months	First percentile
Community Living Skills	1 year, 9 months	First percentile

Andy's SIB profile was more typical of the eight students than Ned. Again, little or no change was noted based on standard scores or percentile ranks over time. Unlike Ned, Andy did not appear to have significant growth overall based on age equivalent scores; Broad Independent Functioning score changed seven months. However, there appeared to be slow, but steady growth in social and communication skills, personal living skills, and community living skills and significant growth in the area of motor skills.

There was only one student who showed a regression in skills based on the SIB results. Based on age equivalent scores, this student regressed in all skill areas with changes ranging from 2-3 months.

For children like Andy and Ned and the other children involved in the Achieving Membership program who have significant challenges in learning and mastering functional skills, the fact that their Scales of Independent Behavior results showed little relative change compared to their peers is not surprising. These students will likely not "catch up" with their agemates in terms of functional skills and so it is that their functional skill level remain in the severely delayed range. Their learning likely occurs more slowly, after more practice, and with more difficulty generalizing than their peers and thus remains, relatively speaking, significantly delayed. However, because the learning of functional skills can be quite subtle for students involved in this program, examining the age equivalent scores in each subdomain is helpful in determining where growth has taken place. Seven of the eight children involved in the program showed growth in one or more subdomain of the SIB based on age equivalent scores. These results reflect the importance of comparing the student to himself or herself over time even when using a standardized instrument like the SIB. Slow, subtle growth did occur for these seven children across time in terms of functional skills despite the fact that their skill level continues to be significantly below that of their agemates.

The other four children with pre and post data were not initially identified as target students in the program. The SIB results can be used to justify these initial decisions based on level of functioning for three of the students. Two of these students clearly did not appear to be appropriate candidates for inclusion in the program as students with severe to profound handicapping conditions based on initial and follow-up SIB data. These two students fell in the average to above average range in all areas of adaptive behavior when these skills were first measured in 1990 and both made significant progress in all areas based on the follow-up results. A third student demonstrated quite significantly impaired adaptive skills based on the 1990 data. Although her full scale score dropped slightly on the 1993 data, her skills in specific areas (motor skills, social and communication skills, and personal living skills) had increased. Her skills in the community living area had improved, but not at the same rate, thus producing a scattered adaptive behavior profile. This profile would be similar to students with more moderate handicapping conditions. The last student clearly would have been an appropriate candidate for inclusion in the program, and it is not entirely clear why she was excluded. This student was in the fourth grade in 1990-91. As with the students who were the focus of this program, this student also showed very little relative change in adaptive skills over time. Her adaptive behavior skills appear to be significantly delayed compared to agemates in both pre and post data. However, similar to the younger students, this student demonstrated significant growth overall when compared to herself over time. Particular gains were noted in the areas of social and communication skills and personal living skills.

Appendix D:
Structured Small Group Peer Interviews

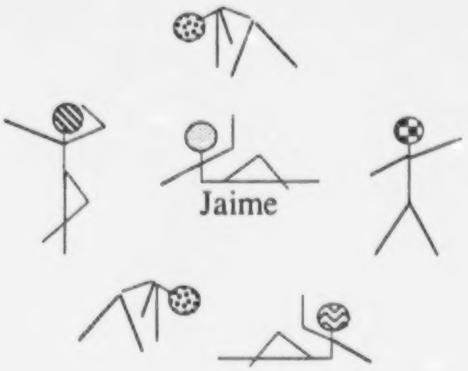
Oh What We Learn By Listening to the Children!

Summary of Small Group Peer Interviews

Interviews were held with 3 or 4 students from each of the inclusive classrooms at the beginning and end of the year. The participants in the interview included the newly included child (i.e., "focus student" - child with disabilities) and several classmates identified by the classroom teacher. The purpose of the interview was to gather information on classmate and focus student attitudes and knowledge about how they view themselves and one another with respect to their abilities/capacities and needs. This information was to be used to compare beginning and end of the year themes, and, more importantly, the fall interview was used to "shape" the direction of some things, model ways of interacting between the children, and get a "barometer check" of how well things were going between the classmates.

The facilitator asked two questions of all the children: 1) "What are some strengths/things you're good at/ fun things about you that you'd like your teacher and I to know about you?" and 2) "Tell me something you think you might need help with in __________ (grade level named) this year?". The facilitator recorded the children's responses on big sheets of paper with magic markers. For each turn a question was first directed toward the child (who was having a turn) so that s/he always had a chance to respond; if that child did not respond, the question was opened up to the rest of the group to contribute a strength (or need) for that child.

These are a few of the things we learned from the children:



Strengths/Fun Stuff

- For Jaime, fall capacities were liking food items ("yellow mashed potatoes" and "graham cracker with milk mushed up"); in the spring her peers contributed "rolling with Jenna" (sister), "standing at home", "riding horses by herself", "riding her cart with her sister", "Lite Brite", and "smiling"!
- A girl peer grabbed Jaime's hand while looking at her, and said "Jaime likes my laugh" (as one of the girl's strengths).

Needs

- In the fall peers thought Jaime's big needs were "help pushing her chair" and communicating ("talking"). In the spring it was felt that Jaime's main need was going to be "work that comes home with her"! In the spring, the boy and girl peers contributed "my homework" and "spelling in cursive" as their big needs as well.

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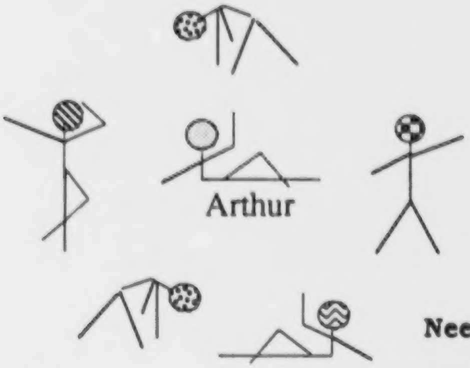
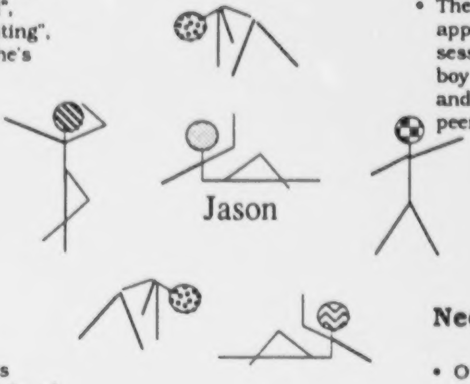


Strengths/Fun Stuff

- The three children "copied" each others ideas a lot in the fall group. For example, they all had "playing ball", "trucks", and some kind of food on their list (something they liked). Abilities shared in the spring included the following shared about Arthur, "playing with the green frog shell", "he's good at ball", "good at drawing", "good at finger pointing", "smiling", "he wrote a big page", and "he's faster than me too".

Needs

- In the fall, "tying shoes" was shared as a need for all 3, as well as "help painting" for the boy and girl peers. They appeared to be "copying" what one another was saying again!
- The needs perceived for the 3 children appeared more accurate in the spring session: "not too good at skateboarding" (for boy peer); "listening and sitting" (for Arthur), and "reading is OK - but need help" (for girl peer).



Strengths/Fun Stuff

- Capacities for Jason contributed by his classmates in the fall were "likes music" and "likes vanilla ice cream"; spring time contributions included "moving and raising both of his hands", "usually quiet when we're talking", "kissing his Dad and brother".
- Jason's peers learned a lot from things his Dad shared at school.

Needs

- Outside and "at-home" activities were a big topic.
- Fall needs included "help with witch art", "help with SAM (an art project! - for Jason), and "help with paper mache apple".

THINGS WE LEARNED

- For all children capacities were contributed more frequently than needs at the end of the year.
- Needs were more difficult to think of than strengths; all children could think of only one or two needs per child (with only an increase or decrease by one from fall to spring).
- There was little difference between the focus student and peers in perception of number of needs. The type of needs were sometimes different between the children in the group; however, the needs expressed were often times very similar.
- The responses reflected how tuned in the classmates were to changes in a person's behavior. They noticed some very specific changes in the focus students, as well as in themselves. Contributions of peers reflected sophisticated knowledge of their own needs. For example, one peer expanded upon "some really hard work" for him included" understanding '=' equal signs between two numbers"!
- The children listened and learned from family members who visited school. They also shared about things that they did at home or other "non-school" environments. A good reminder that learning about the whole child included thinking beyond 8 hours a day!

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Our Most Precious Natural Resource . . .

Oh What We Learn By Listening to the Children!

Summary of Small Group Peer Interviews

Interviews were held with 3 students from each of five classrooms at the beginning and end of the 1991-92 school year. In interviews the previous year, we had two kindergarten groups and one first grade interview, all from the same building, Scandia. This year we wanted to see what we would learn from interviews with a wider age range of students across several buildings.

The participants in the interview included the newly included child (i.e., the "focus student" - child with disabilities) and two classmates (one boy, one girl) identified by the classroom teacher. The purpose of the interview was to gather information on classmate and focus student attitudes and knowledge about how they view themselves and one another with respect to their abilities/capacities and needs. This information was to be used to compare beginning and end of the year themes, and more importantly, the fall interview was used to "shape" the direction of some things, model ways of interacting between the children, and get a "barometer check" of how well things were going between the classmates.

The facilitator asked two questions of all the children: 1) "What are some strengths/things you're good at/fun things about you that you'd like your teacher and I to know about you?" and 2) "Tell me something you think you might need help with in ______(grade level named) this year?". The facilitator recorded the children's responses on big sheets of paper with magic markers. For each turn a question was first directed toward the child (who was having a turn) so that s/he always had a chance to respond; if that child did not respond, the question was opened up to the rest of the group to contribute a strength (or need) for that child.

Interviews were conducted as follows:
2nd grade peer interview at Scandia; Kindergarten peer interview at Forest View; Kindergarten peer interview at Lino Lakes; two 3rd grade peer interviews at Linwood; 5th grade peer interview at Columbus. An attempt was made to represent both boys and girls with disabilities as well as a variety of ages and ability levels.

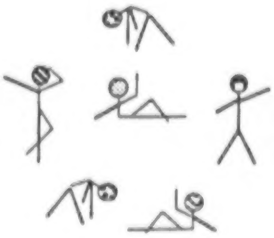
As a way to highlight some of the information that the children shared in the interviews.......here is a glimpse into several of the interviews.

A Glimpse into Kindergarten with Terry and two classmates . . .

Strengths/Fun Stuff

• Capacities for Terry contributed by classmates in the Fall included his being good on the slide, swings, "playing with the barn, house and school", and sitting ("good for pictures today"); Spring contributions included "coloring his pages", "printing his name", saying "apple", and sitting with the group instead of "walking around".

• Terry's peers contributed outdoor strengths for themselves as well as for Terry. Playing on the playground, as well as out-of-school activities, appeared to be very important to these kindergarteners. Knowledge of Terry's outdoor activities was specific to the playground at school; however, the other two shared about additional strengths of theirs such as T-ball, football, bastketball, and baseball.



Needs

• In the spring, the children communicated needs that were fairly specific. The boy peer wanted to get better at "putting together "projects and cutting ("tiny bits of paper" was hard). The girl peer was "learning to go across all the monkeybars", and "cut better". For Terry, peers noted he was also learning to do monkeybars ("little yellow ones"), "how to say go", "say apple", and to share. Terry's peers had higher learning expectations for him by the end of the year (in the fall his needs were "help reading book", "not throwing sand" and "not throwing toys").

A Glimpse into 3rd Grade with Holly and two classmates

Strengths/Fun Stuff

•Academic subjects were included as some of the strengths for the two peers (e.g., science, math, writing). In the spring, in addition to other strengths/fun stuff contributed by peers, they included a more "academic" subject area, word-a-day, as a strength of Hollys! Her peers spoke in detail of how Holly was participating: "learned how to pick up the tape", grabbing the tape, handing to Ms. S., etc.

• Spring strengths included more active and specific ways that Holly was participating. For example, they described how she was "learning to lift her legs up when she's in that red thing" (specific chair), so that her feet didn't drag underneath. Holly's peers were a part of thinking how Holly could have a more active role in jumping rope. Someone taped one end of the jumprope to Holly's wheelchair tray and then she had to grab onto the end "so she's jumping rope too".

Needs

• Last fall Holly's peers felt that her needs included "getting bigger" and concerns about teasing. In the spring their perception of Holly's needs shifted to include several more active goals: computer ("a little help but not a lot"), sign language ("so she can talk and communicate with other people"). They also stated "getting better at not sticking her hand in her mouth" as something she was working on. The boy peer's spring needs included "minding my own business", "not interupting", and health class. The girl peer felt her needs were also health class as well as division, handwriting, social studies, and "getting my work done faster and turning it in on time".

A Glimpse into 5th Grade with Ryan and two classmates . . .

Strengths/Fun Stuff

• Ryan verbally communicated some of his own strengths. In the Fall he included "play . . .go outside" as something he liked to do, as well as going to "school". In the Spring Ryan contributed that he liked "going down slide", running, gym, and watching movies ("Home Alone").

• Even though Ryan was only partially included in 5th grade, his 5th grade peers had positive things to share about him. In the Spring they offered that Ryan was "pretty good at art" with good ideas, and good at softball, even if he "takes awhile to hit the ball".

Needs

• Both peers included several academic subjects in their list of needs (e.,g. "fractions", social studies). At the beginning of the year, peers thought Ryan needed to work on coming into the room quietly and paying attention when he was there. At the end-of-the-year Ryan's peers felt his needs were to stop doing certain things: not coming into the room yelling "mom" or "dad" to the teacher; not stepping on people's feet and "falling over on purpose".

> “I have seen how nicely children can look beyond disabilities.”

> “Classmates acknowledge when Alison has a new skill.”

THINGS WE LEARNED FROM LISTENING TO THE CHILDREN

Although the number of interviews was relatively small, it is still useful to compare last year's three interviews with this year's six interviews in order to identify any trends that may be emerging.

- For all the children, capacities were contributed more frequently than needs. Last year we only noted this difference in the spring interviews. However, with this year's interviews the capacities for all the children were contributed more often than needs at both fall and spring interviews.

- As with last year, this year's interviews suggest that needs were more difficult for students to identify than strengths. The average number of needs identified per child in the fall was 2.27; the average number of needs identified per child in the spring was 2.44. The average number of strengths identified per child in the fall was 5.66; the average number of strengths identified per child in the spring was 8.05.

- The children's perceptions of needs and strengths got more accurate and detailed by the end-of-the-year. Some of this change could be attributed to their growth and maturity at expressing their ideas. However, it is also probable that their increased knowledge of one another as classmates who spent a year together was also a contributing factor.

- Children credit themselves and peers as having a skill or characteristic as a strength, even if they don't do it independently. "Starting to do" something, getting better at something, or doing something with some help could still qualify as a strength. In several interviews, children would list a specific skill as both a strength/fun stuff and need, which reflects recognizing and giving credit for "emerging skills" and progress.

Additional challenges for further learning together........

- Children with no verbal communication did not have an active voice in contributing ideas, but rather had others share ideas about them. Although on the one hand it is positive that peers are so willing to help think of both strengths and needs for classmates (and are quite accurate), we need to continue attending to how all children can be active communicators and contributing members in classrooms.

- It has not been very common for classmates to share more traditional academic subjects and skills as strengths or needs for the focus student. This could be due to one of several factors: perhaps peers don't know what a child is learning during those times (which could be due to a variety of reasons).....or perhaps peers already know that the focus student may have goals that are at times very different from theirs (i.e., common knowledge to them).

- Perhaps our greatest challenge is to continue to tap into our most underused natural resource in the classroom: the children themselves! As demonstrated in these interviews (and throughout the year), children come up with many creative ways to help others learn and participate! Children are the "stars" at focusing on capacities (versus needs), both for themselves and others, even after knowing each other quite well. The challenge for us as adults is to learn from these stars and allow them to help guide the way!

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"Oh What We Can Learn By ListeningoTThe Children"

BACKGROUND

Interviews were held with a small group of students from two Forest Lake School District classrooms, at the beginning and end of the 1992-93 school year. Small group peer interviews also occurred during the 1990-91 school year (3 groups at Scandia) and the 1991-92 school year (5 classrooms, district-wide). During the third year in using the peer interview, changes in the interview protocol were made based upon our learning from the previous years (see below).

The main purpose of the interview remained the same for all three years: To learn from the children about what they perceived as their own strengths and needs, as well as how they thought about their classmate strengths and needs. This was done in order to learn about how, if any, perceived strengths and needs changed from the beginning of the school year to the end, as well as to assess how things were going at the beginning of the year in order to provide "on-the-spot" modeling of valuing interactions and high expectations (this information then being routed back to the rest of the team, so that this information could have an impact on teaching approaches, etc.).

All teams were encouraged to consider using the small group peer interview idea (or variation) as a way to "tap into" ideas the children had. Information about conducting peer interviews (and some of our learning from the interviews) was shared at an Inclusion Partner meeting. In addition, some of the Inclusion Partners participated in the interviews as a support person/timekeeper.

HOW THE INTERVIEW WORKED

The participants in the interview included the newly included child (i.e., the "focus student"-child with disabilities) and two classmates (one girl, one boy) identified by the classroom teacher. A university colleague facilitated the interviews; in addition, a school colleague familiar to the children was present during the interviews (e.g., a program support assistant or special education teacher). This additional adult was present as a timekeeper as well as to have an opportunity to listen and learn from the children.

The facilitator asked 3 questions of the children:

- Q1. Tell us some ***fun stuff***about yourself. This could be things you like about yourself, things you like to do, things you're good at, or other 'fun stuff' about you!

- Q2. What are some of your ***learning strengths*** at school? This can be something you're good at or getting better at learning.

- Q3. What are some of your ***learning needs*** at school? What are things you are working on learning or need help learning in ______ grade this year?

The facilitator recorded the children's responses on big sheets of paper using magic markers. There was one sheet for each child, so when discussing strengths or needs of Tammy, ideas were recorded on a sheet labeled "Tammy." (Note: responses were also tape recorded so that the facilitator could review the responses and develop a more complete transcript of what and how the children communicated.)

Each child was given two "turns" to respond to each question about her/himself. A "turn" meant that the facilitator directed the question toward that child first (student whose paper was being written on) so that s/he always had a chance to respond. If that child did not respond (or if s/he "ran dry" of ideas), the facilitator opened the question up to the rest of the group to contribute a strength or need for that child. The children were very responsive about this, and supportive of one another. Also-if a student was having a hard time thinking of an idea, adults present could contribute some of their own observations in a supportive and dignified way.

LOGISTICS

The university colleague who facilitated the sessions scheduled a time with the classroom teacher to have 3 students participate in a 30 minute interview. The interviews occurred during the school day in a room within the building. Being interviewed was voluntary. Several different approaches were used by classroom teachers to notify families of this potential experience. For example, some teachers sent a letter home to all families, asking them to indicate in writing if they did not want their child's name "thrown in the hat" to be picked for the interview. Other teachers first decided what kids they wanted to ask, and then followed up only with those families. The only selection criteria for the boy and girl peers was that the classroom teacher wanted to pick those kids. The classroom teacher's selection criteria varied, ranging from picking a student "because I was curious what s/he would say," or "I thought Mike would enjoy doing this because it's kind of a special situation." In all of our interviews, we had no situation where family members said "no" or didn't want this to occur.

WAYS WE INCORPORATED LEARNING IN YEARS ONE AND TWO INTO THE DESIGN FOR YEAR THREE:

New questions were raised by information collected and analyzed during the previous years, and we wanted to have our practice reflect what we had learned.

- **Questions refined.**

During the previous two school years, two questions were asked of the children: 1) What are some strengths/things you're good at/fun things about you that you'd like your teacher and I to know about you? and 2) Tell me something you think you might need help with in _____(grade level named) this year? In reflecting upon data gathered from the interviews in the first two years, some new questions emerged. In analyzing the data about the children with more significant disabilities, their peers didn't use the word "learning" when describing what the "focus student" was doing. Some new questions raised included:

- Did the children perceive strengths and needs as simply *things* about people, or *learned skills* ?
- What might be learned by changing the question to make a distinction between *general* strengths and *learning* strengths? A more explicit request for *learning* needs as opposed to simply stating needs? Are these things one and the same to kids, or distinct?
- Do kids think about learning strengths and needs differently for different people (i.e., individualize their expectations of what kids should be learning?).

•**Refined structure for asking questions.** In the previous years' interviews, a "turn" at responding to a question was defined as "saying an idea/topic." During the first couple of years, the adult facilitator structured the interview such that after one child had a turn (one turn to share one topic/idea), then we moved onto the next person. In retrospect, this was too structured and often didn't allow for further exploration of big ideas (rather only isolated bits of information at times). So, this year we still followed the guideline of "2 turns per question," but used a sand timer instead. When it was "your turn," you were first asked the question, and then it was opened up to peers. You could talk until the timer was up. We were not rigid about this 2 minute timing....people could finish sharing what they were saying (not stop mid-stream) and expand upon what had just been said. But the 2 minute timer helped the facilitator keep it balanced, so that each child had an equal amount of time as the "focus" (and not allowing significantly different amounts of time for certain kids).

• **Active participation enhanced.** During the first two years of the interviews, the children with no or little verbal communication frequently did not have an active role in contributing ideas during the interview, but rather had others (kids) share ideas about them. On the one hand, this was viewed as a positive in that peers were willing to think of strengths and needs of classmates, thinking beyond themselves and taking on someone else's perspective ("step into someone else's shoes"). Peers were frequently accurate in what they said. However, we still felt challenged by the idea of wanting kids to have their own active ways to communicate and contribute during the interview-not only through a peer's voice but their own "voice."

Here's one way we responded to this challenge: Questions were sent home a few days ahead of time to the children (and their family) of children who were nonverbal. Families were asked if they'd be willing to talk with their child about the questions and generate some ideas for them to share. In Jason's case, he was using a speakeasy at school and home, so it was simply a matter of his Dad recording a message on the tape. For Nathan, his family wrote notes onto slips of paper, and then Nathan held the notes up on a clipboard (and held the clipboard while an adult read the notes). This was definitely a positive step in the right direction. In addition to the obvious benefit of Jason/Nathan being more active contributers (and how it felt to both them and their peers), there was an outcome that was never predicted. Incredible learning happened for all of us in the interview because of the *richness* of information introduced by the focus student from a home/family perspective. In previous years, the information shared was only either directly through that child or the peers' eyes. What the child was directly able to share was highly dependent on how effective the adults and peers were at recognizing and interpreting communication. Much of what the peers shared (in past years) were things they had observed the focus student do at school, or things they remembered a parent sharing at a school visit. With this year's expanded way of facilitating communication, there were richer and deeper perspectives offered from a home/family perspective.

FINDINGS FROM THIS YEAR'S INTERVIEWS

OVERALL THEMES/CATEGORIES ACROSS THE 1992-93 INTERVIEWS

• Question #1: Fun Stuff

In looking at the data from #1 (Tell us some fun stuff about yourself), responses were sorted into three overall categories, with most responses in categories I and II.:

I. ***Activities/Things to Do***
II. ***People in My Life***
III. ***Other***

The Activities and People responses could be further sorted into subcategories. For example, *Activities/Things to Do* could be further sorted as ***in school*** (calendar, playing at recess), ***out of school***("play with brother", "wrestle with dog") , or ***either***(it wasn't clear if it was an in-school activity, out-of-school or both).The *People in my Life* category was further sorted into two categories: ***Home/Family*** people ("Mom," "sister", "Grandpa") and ***Others in My Life***(classmates, teachers at school).

Category III, *Other*, was a "catch-all" category with few items. This included objects and things that were not necessarily activities (e.g., "wears Zubas," "I have a dog"), and well as other experiences ("feels air on face" is not necessarily an activity, but rather an experience that may happen when doing some other activity).

• Question #2 Learning Strengths

Responses to #2 (What are some of your learning strengths at school?) sorted into three main categories, which further broke into subcategories. Again, there was a fourth category (with few responses) of *other*. The categories included:

I. ***School Subject Areas***
II. ***Communicating and Getting Along Skills***
III. ***Being Independent***
IV. ***Other***

The category *School Subject Areas* had two main themes within this category: ***Academics*** (reading, math, science) and ***Physically Active/Gym*** ("baseball," specific games like "Shark Attack," crossing the monkeybars).

Communicating and Getting Along Skills included both general and specific skills the children identified that were ***communication skills*** (e.g., "talking with words" or "being a good listener") and/or ***social interaction skills*** ("sharing with others," "not fighting," "helping others").

Examples within category III. (*Independent*) had to do with being more independent, and were specifically skill focused and didn't clearly connect with a specific subject area. Examples include "eating lunch," managing one's wheelchair , and "calling the bus garage."

• Question #3: Learning Needs

Responses to Question #3 (What are some of your learning needs at school?) again fell into the same three main categories, which further broke into subcategories. Again, there was a fourth miscellaneous category with very few items. The categories included:

I. ***School Subject Areas***
II. ***Communicating and Getting Along Skills***
III. ***Being Independent***
IV. ***Other***

CONSISTENT FINDINGS ACROSS ALL THREE YEARS

Although the number of interviews was relatively small, it is still useful to compare the 9 interviews from the previous 2 years with this year's two groups, in order to glean any trends that may be emerging.....

* Overall, capacities and strengths about oneself and each other continued to be contributed more than needs. Some of this could be attributed to "needs" being the last of the three questions in the interview (the children may be more tired toward the end of the interview). However, it seems that it is more than this because even when the children would be identifying needs in question 3, it wasn't uncommon for them to state a need as also a strength.

- The children listen and learn from one another. Never underestimate the significance that an item of information may have! For example, in the fall first grader interview, a learning strength identifed by Nathan and his Mom included "learning to share with his sister and learning to hold his cat so it would purr." In the spring Nathan's peers offered "Nathan likes to pet his cat. He learned how to pet his cat now."

- The children's perceptions of needs and strengths got more accurate and detailed by the end-the-the-year. Some of this change could be attributed to their growth and maturity at expressing their ideas. However, it is also probable that their increased knowledge of one another as classmates who spend a year together is also a contributing factor.

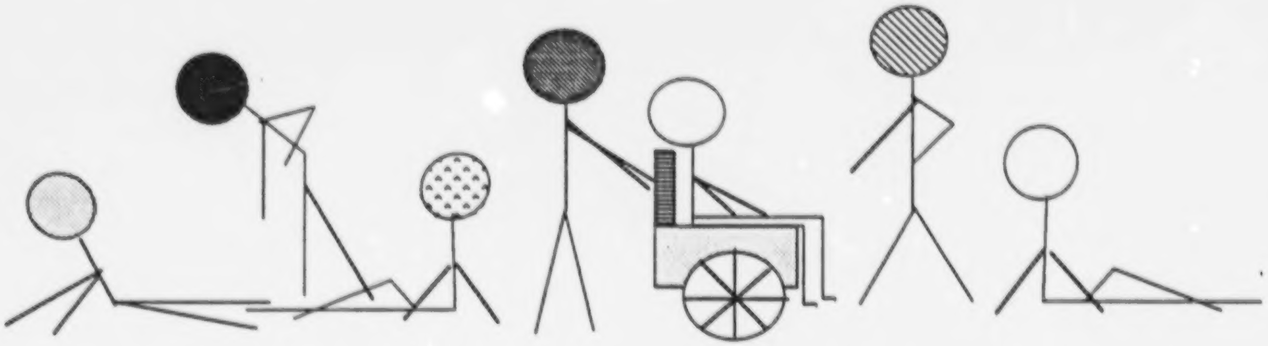
- Children credit themselves and peers as having a skill or characteristic as a strength, eve if they don't do it indepedently. "Starting to do something," getting better at something, or doing something with some help could still qualify as a strength. In several interviews, chidlren would list a specific skill as both a strength/fun stuff and need, which reflects recognizing and giving credit for "emerging skills" and progress. For example, for a learning need item Sean said "Heather's getting good at reading hard books." Heather decided this was both a strength and need for her.

- Out-of-school life is important in defining the whole person

This may seem like an obvious statement. However, what the children said (unsolicited) affirmed that they don't think about their lives just in the context of school. Out of school life is incredibly important to them. For example, for William (boy peer) , all of his items for question 1 (fall) were out-of-school things. He spoke of hunting, playing with his dog, "watch car races," "go to baseball games with my hunting partner." (Incidentally, the same child also talked of his fun stuff about himself as "like to help turtles cross the road"). If we hadn't asked this more broad question about William, we would've missed some very important ways that he thinks about and defines himself.

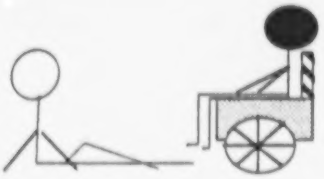
Oh, what we can learn by listening to the children!

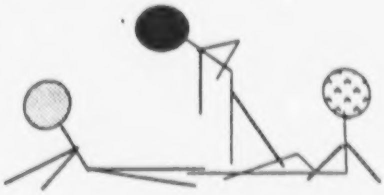
Appendix E:
Peer Interaction Observations



Peer Interaction Observations

Observations were conducted once or twice per month in the kindergarten and first grade classrooms. The students with disabilities were observed each time, as well as two of their classmates (one boy and one girl). Observers were watching for children to initiate interactions with one another and with the instructors in the room, as well as to respond to initiations they received from classmates or teachers. Observers also listened for verbalizations or vocalizations that were not directed toward the teacher or a peer and appeared to be just free-floating noise. Results indicated that free-floating noise was very low for all three students with disabilities, as it was for their peers. In general, interactions among classmates were of a social nature, such as greeting, inviting, questioning, or arguing. Helping interactions such as help getting in line, help on classroom tasks, and help getting to the correct place in the room, occurred infrequently. For the three students with disabilities, the rate of peers initiating interactions with them was considerably higher than these students initiating with peers. Peer initiations with these students was at a level comparable to classmates, however. Interactions between adults and students were more likely to be of a helping nature than social for all students.





Appendix F:
Parent Interviews or Surveys

Parent Interviews

> "I nonchalantly asked my daughter about the student in her class in thinking about this interview and she responded, 'Are you going to tell them that she shouldn't be in our class? Of course she should be in our class. We help her.' My daughter couldn't believe someone would not let this student be in her class. She's not the only one in the class that thinks that either."

Three students who had previously been educated in a self-contained special education classroom at Columbus Elementary were transferred to Scandia Elementary, their home school, for the 1990-91 school year and hopefully beyond. The process of including the children with disabilities and evaluating the impact of their inclusion on them, as well as their classmates, required a multi-faceted, collaborative approach. One component of the evaluation plan involved telephone interviews with the parents of Scandia kindergarten and first grade students who were members of a classroom which included a child with disabilities. Families were randomly selected from the three classrooms and 15 parents were interviewed over the telephone during May and early June, 1991.

The interview was comprised of four questions. An overview of parent responses to these questions follows.

1. Did you know that students with severe disabilities were included in general education classes at Scandia this year?

All 15 parents were aware of the inclusion of the student with disabilities in their child's class, and most were aware of the other two children with disabilities included in different classrooms. The majority of parents were aware of the students' return to Scandia from talking with their child directly or by observing and/or volunteering in the classroom. Some parents mentioned that their other children, not classmates of a student with severe disabilities, had commented on the inclusion of these students at school.

2. What has your son/daughter said about the inclusion of these students at school? Are there any short stories you would like to share about particular things he/she has said concerning these students?

It appeared that there was a full range of interactions between parents and children concerning the students with disabilities. Some parents commented that their child had something to say about their classmate with disabilities nearly every day; others spoke only periodically to their parents about these classmates. A few parents reported that their child only spoke of the student with disabilities when asked directly about that classmate. One mother reported: "I nonchalantly asked my daughter about the student in her class in thinking about this interview and she responded, 'Are you going to tell them that she shouldn't be in our class? Of course she should be in our class. We help her.' My daughter couldn't believe someone would not let this student be in her class. She's not the only one in the class that thinks that either."

The content of ideas and experiences concerning the students with disabilities that had been shared with parents were quite similar across students. The majority of parents reported that their child had identified capacities in the students with disabilities, as well as, similarities to themselves. Classmates had talked with their parents about things the student with disabilities could do and could not do, activities and games they had played together, things the student with disabilities had learned, and how the student shows preferences and otherwise communicates with the class.

3. Do you think your son/daughter has been affected (either positively or negatively) by the inclusion of students with severe disabilities at school this year?

None of the parents interviewed felt that their child was negatively impacted by the inclusion of a student with disabilities in their classroom this year. Two parents did not see any effects of inclusion on their child. All of the other

> "I can tell its been a real positive experience for my daughter, she's more aware. I'm glad she got the opportunity. My other kids don't accept people with handicaps as well; she'll go right up to them and talk even though they might not be able to talk back. She has made us all aware."

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parents reported a positive impact on their child as a result of the inclusion of the student with disabilities. Many parents felt that their child was more aware of and sensitive to people with disabilities. Most saw this awareness as extending beyond the school experience to having a positive impact on interactions with people with disabilities in the larger community. One parent commented: "I can tell its been a real positive experience for my daughter, she's more aware. I'm glad she got the opportunity. My other kids don't accept people with handicaps as well; she'll go right up to them and talk even though they might not be able to talk back. She has made us all aware." For some children, parents reported an increased acceptance of all people as unique individuals. Several parents also attributed an increase in their child's self-esteem to the inclusion of the child with disabilities in the class. Many parents also commented that they saw their children become more caring, helpful, and compassionate of a peer who cannot do things they can like walk, run, or talk. Other parents felt their child had gained a better understanding that children with disabilities are entitled to the same things they take for granted. One parent commented: [My daughter's class has] "learned more than what they can learn in a book; that some kids are different in some ways and not in others. That will help them as they get older." Although the parents interviewed observed no negative effects on their child resulting from the inclusion of a child with disabilities into the classroom, some of them did voice potential areas of concern to keep in mind. These potential concerns arose around the possibility of a situation in which a child who is disruptive is included in a general education class. The primary concern was that adequate support would need to be provided to the classroom teacher and a plan would need to be developed to insure that the learning of other children was not adversely impacted.

4. Is there anything you would tell another parent whose child is going to attend a class that includes a student with severe disabilities?

Overall, the parents encouraged other parents to find out about and be involved in facilitating the inclusion of a student with disabilities. Some cautioned not to be swayed by the comments of other parents, but to find out for yourself and form your own opinions; others would remind parents that the inclusion of students with severe disabilities is new and the "bugs" will have to be worked out before everything runs smoothly. A second parent commented "There may be some distraction because it's new, but kids adapt so much better than adults think they will." Other parents focused on the tendency to fear the unknown and the way to overcome that fear is to remain open-minded and learn about your child's classroom. One parent attributed this fear to the fact that many parents grew up, as did she, segregated. Observation in the classroom and talking with parents of last year's classmates were mentioned as effective ways to learn more about the program.

Another common thread throughout these responses was that it is a good experience for all children and that a child is missing something if denied the opportunity to be a member of an inclusive classroom and school community. Some parents felt it would be important to highlight the increased acceptance of individual differences in children who are members of a class which includes a learner with disabilities. Having children meet one-on-one was suggested as a strategy for eliminating some of the anxieties about "differentness" that some children may experience initially. Such a meeting may then lay the foundation for friendships between children.

The majority of parents interviewed saw many positive changes in their child over the school year, some of which were attributed to membership in an inclusive classroom. Most parents recognized a need to remain open minded about diversity in the classroom and a need to actively learn about what is happening at school for all children.

> “My daughter's class has "learned more than what they can learn in a book; that some kids are different in some ways and not in others. That will help them as they get older."”

SURVEY ON OUR INCLUSIVE CLASSROOM

Background on Survey

In the spring of 1993, inclusive education surveys were distributed to parents/families who had children in 9 inclusive classrooms in the Forest Lake School District.The purpose of the survey was to help school district colleagues and university partners better understand what parents thought about their children being a member of an inclusive classroom.

The survey as a tool to gather information from families was suggested to all the Inclusion Partners, who then visited about the survey idea with Classroom Teachers. 9 teams used the survey: 3 from Forest View, 2 from Forest Lake Elementary, 1 from Lino Lakes, and 3 from Columbus. There was representation from both upper and lower elementary age.

The Classroom Teacher and Inclusion Partner then sent home a letter to all family members, with the survey attached. The following is an excerpt from the letter:

> *Attached is a voluntary survey being sent home to all the children in this classroom, to ask for your feedback and stories on "inclusion." By inclusion, we are referring to the fact that our classroom includes a wide variety of children with varied learning styles, abilities and personalities. The purpose of the survey is to provide an opportunity for you to share your opinion and/or stories so that we can continue to learn about effectively including all children as members, participants and learners in Forest Lake School District classrooms. If you are willing to share your input, please complete the one-sided survey, and than return it to your child's teacher within the next two weeks.*

It was communicated that the classroom staff and a university colleague would then read the surveys and then summarize the classroom ideas into an anonymous fashion.

The survey

The survey asked 4 questions....

#1. Did you know that your child's classroom included children of a wide range of abilities and needs (i.e., an "inclusive classroom")? ___Yes ___No ___Not sure what you mean

If yes, how did you know?

#2. Has your son/daughter said anything about other classmates with disabilities or special needs being included in this classroom? ___Yes ___No
If yes, are there any short stories you would like to share about things your son/daughter has said?

#3. Do you think your son/daughter has been affected (either positively or negatively) by the inclusion of students with disabilities at school in this class? ___Yes ___No Please describe in what way(s):

#4. Are there any other stories or suggestions that you would like to share?

Thanks for your time and open sharing. Feel free to use additional paper if you have a number of stories or thoughts to share. If you would prefer to tell someone your stories or thoughts instead of writing them out, please feel free to give a call. We would like to hear from you!

Results

The number of returned surveys ranged from a 50% return rate in 3 classrooms, a 20-30% return rate in 5 classrooms, with one classroom having only 3 surveys returned. All of the end-of-the-year papers and tasks most likely contributed to the lower return rates noted in several classrooms.

The majority of the feedback from families was positive, reflecting that most who had responded held some positive opinions about inclusive education having some benefits for children, although a number of respondents raised concerns and questions as well (see below).

The majority of parents/family members responded "yes" to question 1, knowing this either from visiting the classroom, direct communication with their son/daughter, or a specific relationship that had developed between the respondent's child and another child. Sometimes a specific name of a child was used, and sometimes respondents had a variety of children in mind in discussing "inclusion."

Responses to question 2 depended somewhat upon the classroom and particular combination of children. In several classrooms all of the parents said that their sons/daughters had shared about classmates with special needs being included. These responses were either somewhat neutral ("Yes, but doesn't say much except to say that Shelly is in her room again this year as she was last year"), or positive ("my son had Sean in class last year too. He likes helping him and includes him in activities and conversations" ; "My child is very fond of this student. At home we get regular 'reports' from her on his progress. She gets very excited each time he accomplishes something new. She often gets upset if other students in the class get to be his 'helper' more often than she thinks is fair"). The exception to this included 3 cases where there was a child with some challenging behaviors (biting, kicking), as illustrated by these comments: "Yes. At the beginning of the year Betsy told me that there was this handicapped boy in her class and he was kicking her and the other kids all the time. She also said that he couldn't talk very well." These responses were not necessarily about the children a focus of the Achieving Membership Program.

With question 3, The majority of respondents felt that their son/daughter had been positively affected by the inclusion of students with disabilities at school in their class. The majority of reasons fell into the category of the skills and values that their own child developed in being with children of differing abilities or disabilities ("be considerate person"; "by making her aware of people in the world with special needs, and they deserve attention and respect") and/or referring to the experience of learning to better appreciate differences overall in people, not necessarily only differences related to ability ("it's important for my son to experience all types of people"). A small number of people responded yes/no or no referred to one of several concerns: 1) Questions of enough help being present for the classroom teacher, and 2) Concerns about children with violent or aggressive behaviors.

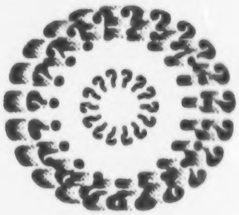
Responses to question 4 ranged from positive statements about their child being in an inclusive classroom ("I like the idea of exposing children to those with disabilities at a young age because it teaches them tolerance for others not like themselves"; " A child is a child no matter what their abilities"), to questions about inclusive education (related to the amount of support the classroom teacher received, as well as the impact on their own child's learning). It was also quite common for parents to refer to how today's experiences were different, in a positive way, from their own past school and life experiences with respect to differences as illustrated by this comment: "The children are not threatened by the disabilities like we were at that age. They accept them as people much more than I have ever seen from my generation."

Follow-up

In the spring of 1993, the teams received a listing of the feedback provided on the surveys (summarized anonymously by the university colleagues). They were asked to complete a 3 Minute Classroom Survey Feedback form that asked for information on how they might use the survey results. 5 teams responded back. They stated that the classrom teacher and inclusion partner had read the summary information to learn what was helpful and not helpful from family member perspectives. All 5 also shared that the survey information was shared with the building principal, program support assistant (if on the team), or other school team members. In addition, one of the teams shared this information specifically with a focus child's family. One team also stated that they would share the composite results of the survey with all the faculty in the fall.

Appendix G:
Stages of Concern Questionnaire

Stages of Concern Questionnaire



In August and again in May, 142 professionals and paraprofessionals from all seven elementary schools in the Forest Lake Area District completed the Stages of Concern Questionnaire (SOCQ). The SOCQ is a tool developed by Hall, George, and Rutherford (1979) as part of their Concerns-Based Adoption Model (CBAM). This model describes how school staff relate to new educational practices and how their concerns about innovations develop through seven stages. At early stages, staff are most concerned with acquiring knowledge about the innovation and the impact of the innovation on themselves. Concerns in middle stages focus on how to effectively implement the innovation. Concerns in the final stages relate to the broad impact of the innovation, and how the innovation might be improved.

For educators who are trying new practices and ideas, progression through the stages of concern is a natural process. The concerns and issues that individuals struggle with at early stages are as valid as those of later stages, and must be resolved for individuals and systems to "grow into" an innovation. The SOCQ is a valuable tool because it gives information about the concerns that school staff have at particular times. Training and support services can then be tailored to better fit the immediate needs of school staff. As staff concerns change over time, training and support can keep pace. In completing the SOCQ, individuals read 35 statements that describe possible concerns about innovation, and rate how personally true those statements are on a seven-point scale. Some of the statements include: "I am concerned about how the innovation affects students," "I am concerned about not having enough time to organize myself each day," and "I would like to determine how to supplement, enhance, or replace the innovation." Based on the pattern of answers, the predominant stage of concern of an individual or a group can be determined.

In the Forest Lake District "inclusion" was the innovation in question. During the pre-test measure taken prior to the beginning of school, most staff had concerns at the early stages of the process—they felt the need for more information about inclusion, and also wanted to know how inclusion would impact their own roles and responsibilities. The exception was for staff at Columbus Elementary, who were more accustomed to having students with severe disabilities at their school. At Columbus, there was more concern with the impact of inclusion on students, on how to collaborate with others, and on the long-term impact of inclusion. Across the district, administrators had the highest concerns about how to foster collaboration.

When the SOCQ was re-administered in May, the types of needs and issues showed definite shifts in comparison to the beginning of the year. Instead of focusing on the need for information and personal implications, staff across the district were now more concerned with issues of how to effectively manage inclusion. In comparing total scores of pre and post concerns across schools and across professional groups (administrators, primary classroom teachers, intermediate classroom teachers, and special educators), two significant differences were found. Special educators displayed lower concerns than those in other professional groups and educators at Scandia Elementary demonstrated lower overall concerns with regard to inclusion than those from all other schools.

> “Things don't work if you decide ahead that they won't.”

> “It's getting better, but I know we have a long way to go.”

> “It hasn't worked the other way as well as we would have hoped, so why not try something different? That's what it's all about. Education - - you should be opening up new avenues, and just pursuing new ideas, trying new things.”

Stages of Concern Questionnaire

For most people, working to include children with severe disabilities in their schools and classrooms requires much new learning, new approaches to teaching, and new ways of working together professionally. Like any new or innovative practice, inclusion requires that individuals and organizations *change*, sometimes in ways that seem quite difficult.

The Stages of Concern Questionnaire (SOCQ) is a tool that is used to understand the change process that people go through when they begin to do something new and innovative. The SOCQ is based on the "Concerns-Based Adoption Model" (Hall, George, & Rutherford, 1979). This model describes seven developmental stages that people involved in change go through, based on the kinds of concerns that they have about the change. At early stages, people involved in change are most concerned with becoming aware of the innovation and gathering information about it. At middle stages, people are concerned with the impact of the innovation on their own lives and professional roles, and how to effectively manage or implement the innovation. At later stages, people become concerned with how to work together to adapt or improve the innovation.

It is entirely natural for educators, or for anyone, to pass through these stages when trying something new. Only when initial concerns are addressed and worked through can people begin to recognize and work on later stages of concern. The SOCQ is potentially useful because it can describe the most common kinds of concerns that staff at a school have at particular times; thus allowing training and assistance to be designed so that it best meets the needs of the people involved in the change. As time passes and staff begin to have different concerns, training and support can be changed to meet those new needs.

The SOCQ is a fairly simple questionnaire. It consists of 35 statements that are typical of different kinds of concerns that people may have about an innovation. Examples of these statements are: "I am concerned with how the innovation affects students," "I am concerned about not having enough time to organize myself each day," and "I would like to determine how to supplement, enhance, or replace the innovation." People completing the SOCQ read each statement, and then rate how true statements are of them personally on a seven-point scale. The responses from staff at a school can then be combined, and a pattern of dominant concerns can be detected.

Staff of the Forest Lake Area School District elementary schools have completed the SOCQ during the fall and spring each of the last two years. In the fall of 1991, 182 classroom teachers, special educators, and principals completed the SOCQ; 123 completed it in the spring of 1992. In general, the overall pattern of concerns did not change very much from the first year of the Achieving Membership Program. Most concerns were at early stages: Staff expressed great concern for basic awareness, information about inclusion, and the personal impact of inclusion on their practice. Staff were much less concerned about "later stages" of innovation, such as the consequences of inclusion, working together, or thinking of ways to improve practice.

For the most part, the seven schools in the district had very similar concerns. However, Scandia Elementary tended to have lower levels of concern at all seven stages than did the other schools. This is not surprising: Scandia had already had a year of inclusive education in 1990-91. In addition, Forest Lake Elementary—which had no students with severe disabilities included during the first two years of the program—tended to have higher concerns about awareness and information than did other schools.

Special educators tended to have lower levels of concern about inclusion overall than did other professional groups. Classroom teachers—especially 4th, 5th, and 6th grade teachers—usually had the highest levels of concern about inclusion.

In the first two years of Achieving Membership, the Stages of Concern Questionnaire has given valuable information about the needs and concerns of the professionals working to make inclusion work in the district. It has revealed that overall levels of concern have dropped, but that the change to an inclusion-orientation is still in early stages, and that there is much learning and thinking left for everyone involved.

> "There is no failure. There's growth, and with that growth comes a real good satisfaction that comes with the knowledge that you're doing it together."

> "Inclusion, like all aspects of a quality education, is an ongoing process - not an event that is accomplished."

Stages of Concern Questionnaire

The Stages of Concern Questionnaire (SoCQ) was developed by Hall, George, and Rutherford in 1979. It was developed within the framework of the Concerns-Based Adoption Model (CBAM). Seven stages of concern have been identified in the CBAM. Those seven stages are as follows (Hall et al., 1979):

Stage 0: Awareness--Little concern about or involvement with the innovation is indicated.

Stage 1: Informational--A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

Stage 2: Personal--The individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

Stage 3: Management--Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

Stage 4: Consequence--Attention focuses on the impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

Stage 5: Collaboration--The focus is on coordination and cooperation with others regarding use of the innovation.

Stage 6: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

The authors group these seven stages into three categories: Self (stages 0, 1, 2), Task (stage 3), and Impact (stages 4, 5, 6). When an innovation is proposed, it is natural that educators will move sequentially through the stages from Self concerns to Task concerns to Impact concerns. The authors suggest that only when Self concerns are resolved can the individual turn his/her attention to developing the skills and knowledge necessary for implementing the innovation; and only when the Self and Task concerns are satisfied is the individual able to refocus their concerns on the impact of the innovation on others and use the innovation creatively.

The SoCQ is comprised of 35 Likert scale items to which the individual responds with "Not true of me now" (0) or "True of me now" (7) at the extremes of the scale. The questionnaire is designed to be used with any educational innovation. In this case, the innovation was inclusive education and a cover letter was provided at each administration which defined and described this innovation.

The SoCQ was administered twice in each year of the grant. First in the fall of the school year and again in the spring. Thus, there are six separate data sets. All licensed teaching staff at the seven elementary schools in the district were asked to complete the SoCQ on each administration. As might be expected, return rates varied. Substantially fewer people responded in the spring of 1991 and 1992 than had the previous fall. The rate of return was essentially even from fall to spring in the 1992-93 school year. However, substantially fewer people responded at both administrations in this final year than in the two previous years.

Two hundred and eight professionals responded to the initial SoCQ administration in the fall of 1990. The total profile generated reflects the highest peaks at stages 0 and 1. The level of concern at stage 2 was very close to stage 1 with the other stages substantially lower and reflecting little concern. The peak at stage 0 suggests low concerns, knowledge, attention to, or interest in the innovation, which likely reflects the responses of nonusers just becoming aware of the innovation as the grant program was new and details surrounding inclusive education were likely unknown for many professionals in the district at that time. Subsequently, the stage 1 peak suggests that there was a significant need for information and interest in learning more detail about inclusive education. The elevation at stage 2 suggests that personal concerns were significant for some respondents as well. The responses given with regard to personal use of the innovation support the conclusion of nonusers becoming aware of the innovation. Thirty-seven percent of the respondents described themselves as non-users; 35 percent saw themselves as novices with the innovation and 20 percent labeled themselves as intermediate users. Only 5 percents felt they were "old hands" with inclusive education and .5 percent were past users.

When the profiles for individual schools were examined, the peak concerns were a mixture of stages 0, 1, and 2 across the seven elementary schools. Only Linwood and Scandia schools had two clear peaks at stage 0 and 2; this suggests responses from nonusers just becoming aware of the inclusive education innovation and, for those more directly involved or with more information regarding the innovation, personal concerns were most significant. The other five schools had ties in scores resulting in three stages as peaks. In addition to the concerns outlined for

Linwood and Scandia, these schools had significant concerns regarding information and details regarding inclusive education. This type of profile would appear to be very common at the introduction of and innovation. That is, there are a number of educators who know little about the innovation and subsequently have little concern or interest at the time. For those who are more involved or have more information, the need to learn more about the innovation is great and there are significant concerns with the way in which the innovation will impacts individual roles and status. Developmentally, the respondents are at the Self level of concern.

Although the same stages are evident in the data when grouped according to job classification, a more definite profile pattern emerges. Classroom teachers of both primary and intermediate grades had profiles with peaks at stages 0 and 2. Again, this group is likely comprised of many nonusers who are not currently concerned or interested in the innovation. For those with some interest and concern, personal concerns are the most significant. Classroom teachers were primarily asking themselves at the time, "How is inclusive education going to affect me, my job, my role as a classroom teacher? Can I meet the demands of an innovation like this?" Special education teachers and principals were asking somewhat different questions. The profile for this group was clearly 0/1. This reflects a relatively low level of concern overall. For those more concerned, the most significant concerns were with gathering more information and details about the innovation. These groups were asking, "What is inclusive education, what does it look like? What do you need to make the innovation work?" It is important to note that special education teachers showed the lowest level of concern across stages compared to the other three groups. The seven principals also had a generally low level of concern with highest peak at stage 0. They also had high information needs with the secondary peak at the stage of information.

Tables 5 and 6 reflect the frequency of highest concern for individuals by job and school. These tables show that a number of educators have moved from the Self level of concern into the Task level at stage 3; it also shows that a handful of educators have developed further into the Impact level (stages 4, 5, 6). Special education teachers showed the most concerns in the areas of consequences of the innovation on students, collaboration with colleagues with regard to inclusive education, and refocusing or exploration the universal benefits of such an innovation. Columbus and Scandia schools had the most individuals with highest concerns at the Impact level. Columbus school has educated children with significant challenges in a segregated program for some time and thus it is not too surprising to see that some of the professionals in that building were already beyond the personal and management concerns surrounding inclusive education and thinking more broadly about the innovation. It is exciting to see that a number of educators at Scandia were doing the same given this was the first year the school welcomed students with disabilities back to their home school community. Immersion in the program for some professionals may have prompted higher levels of concerns and moved these individuals beyond the Self and Task levels.

When the Fall 1990 data were subjected to statistical analysis, a number of significant results were found. The mean scores for teachers of lower and intermediate grades were significantly higher than their special education peers at stages 0, 2, and 3 ($p < .01$). The general educators were overall less concerned and interested in the innovation than the special education teachers they work with. Professionals with little information about inclusive education may initially perceive that it will have a greater impact on special educators and thus this pattern emerges. For those general educators with concerns, they were significantly higher than special educators in terms of personal and management concerns. At stage 1, the mean scores for teachers at the primary grades were significantly higher than special education teachers (p < .01). This greater need for information and details concerning inclusive education may be a reflection of the fact that all of the children included in their home school during this school year were at the primary level and information that a majority of the children to be included at a later time would also be in the primary grades. These teachers were likely concerned about the future and looking for information about an innovation that may affect them at a later time.

The principals had significantly higher mean scores at stage 5 than all of the other groups (p < .01). This result suggests that the administrators had significantly higher concerns about working with others in relation to the innovation than the teaching staff. Concerns with regard to collaboration between parents, general educators, special educators, support staff was of significant concern to the principals. This type of "administrative profile" is similar to that found by Yeh, Deno, and Marston (1987) with lead special education teachers supervising resource teachers implementing a data-based intervention innovation. The current results support the notion that administrators are more concerned with facilitating the cooperation and collaboration between a diverse group of individuals from the beginning of an innovation than are other professionals.

When analyzed by school, Linwood and Forest View schools were found to have significantly higher mean scores at stage 0 than Columbus school (p < .01). That is, Columbus staff members were significantly more concerned with the innovation than the staff at Linwood and Forest View. These results suggest a low level of concern and interest at Forest View school; concerns were particularly low at the higher Impact level of concerns (stages 4, 5, and 6) as indicated by further analysis. Forest Lake, Wyoming, and Columbus schools had significantly higher scores than Forest View at stage 4 (p < .01); these schools plus Scandia had significantly higher scores than Forest View at stage 5 (p < .01); Linwood and Columbus schools had significantly higher scores than Forest View at stage 6 (p < .01). These results also suggest that the level of concern and interest in the innovation was higher at Columbus and had advanced into the higher level of concerns for staff members in this building. This may be a reflection of the experience and comfort level of staff members in this school with educating and including children with disabilities in the school community.

During the spring of 1991, 167 Forest Lake elementary staff responded to the SoCQ. The total concern profile for the sample showed growth from the Self level into the Task level of concern. The highest peak was at stage 3, and the second highest peak was at stage 2. These results suggest significant concern with the day-to-day management and implementation of the innovation among professionals. Concerns with the personal impact of inclusive education was the second most prevalent concern in the sample. It is important to note that the number of respondents with significant concerns at stages 0 and 1 also remained high in the post 1990-91 data, which suggests a significant number of unconcerned or uninterested people in the sample and a high number with significant concerns and needs for information regarding inclusive education. There was also growth at stage 6 which reflects increased concerns with the universal benefits of the innovation and broader thinking with regard to the innovation. This peak pattern suggests growth from the Self level to the Task level of concerns.

A significant subset of the sample continued to describe themselves as non-users of the innovation in the spring administration (39 percent). A substantially smaller percentage saw themselves as intermediate users in the spring (11 percent vs.

20 percent in the fall), but more labeled themselves as novices (38 percent). Five percent continued to see themselves as old hand with the innovation and 2 percent were past users.

The individual school profiles show a varied mix of peaks with stages 0, 1, 2, and 3. Wyoming school had a 2/3 pattern similar to the total profile. Linwood and Scandia schools had the highest peak at stage 3 reflecting management concerns, and secondary peaks at stages 0 and 2, which likely reflects a large contingent of still unconcerned professionals at these schools, as well as a significant subgroup with personal concerns. Columbus school also showed a stage 0 peak, many staff members were unconcerned, and another peak at stage 3. This school was accustomed to educating students with disabilities in their building, so they may have been able to move beyond the Self level more readily and have significant concerns with the day-to-day, hands-on management and implementation of the idea instead. Lino Lakes school showed a similar pattern, which is encouraging given this school was not yet including children with severe disabilities in their school community. Like the Wyoming staff, professionals at Lino Lakes were also thinking beyond the Self level to some extent. The highest level of concern for Forest Lake and Forest View schools was at the personal level; these schools also had information needs higher than all of the other schools except Wyoming. The fact that concerns at stages 1, 2, and 3 were highest for these two schools suggests that there was a great deal of interest and concern with regard to inclusive education in these building by spring 1991.

No clear-cut peak pattern emerged when the data were grouped by job. The special education teachers had a substantially lower level of concern on stages 1, 2, and 3 than their colleagues teaching in the primary and intermediate grades. Concerns for special educators peaked at stages 1 and 2 suggesting significant personal concerns and needs for information and details. The magnitude of concerns at these stages for the special educators was lower than the general educators, however. This pattern for special educators reflects change from the fall in that the group appeared to be more concerned overall with inclusive education and that informational concerns were now overshadowed by personal concerns to some extent. The general educators had significant concerns in all of the first four stages with information concerns being the lowest for both groups. Management concerns emerged for both groups which were not a significant factor in the fall profile. This suggests that after one year of involvement or observation of the innovation at work in their schools, general educators became increasingly concerned about issues such as organizing, scheduling, managing, and meeting the time demands of such a program. The profile generated by the principals will not be interpreted because only two responded to the questionnaire.

Tables 7 and 8 illustrate the frequency of highest concern stage for individuals by job and school. The special education group no longer had any individuals with highest concerns in stages 4, 5, or 6; Self concerns were more prevalent for this group. More primary grade teachers had concerns at the Impact level. The higher number of peak concerns at stage 6 and the peak at stage 3 for many respondents in this group suggests that these users of the innovation tended to have positive attitudes toward it, but had significant logistical concerns and issues to resolve and work out. This trend into the Impact level was not the case for teachers at the intermediate grade levels. Those individuals with the highest level of concern in stages 4, 5, or 6 at Columbus and Scandia schools in the fall appear to have either regressed back to the Task level or did not respond to the questionnaire in the spring. A handful of educators at Linwood had the highest level of concern at stage 6; this result along with the high level of concern at stage 3 may again suggest a positive attitude toward the innovation with significant questions about logistics. These frequency data clearly show the trend away from stage 0; people are becoming aware of, interested in, and concerned about inclusive education after one school year. Development of concerns still lies in the Self stage with progress toward the Task level.

Statistical analysis showed fewer significant differences in the spring data than occurred in the previous fall. Primary and intermediate grade teachers had significantly higher mean scores at stage 0 than their special education colleagues ($p < .01$). This suggests that the special education personnel had a higher level of concern with inclusive education overall than the general education teachers. Both general education groups again had significantly higher mean scores at stage 3 than special educators ($p < .05$) which suggests significantly greater concerns with regard to the day-to-day management and coordination of the innovation than special education teachers. The general education teachers appeared to have more significant concerns with the classroom management issues and time demands of inclusive education. At stage 4, Wyoming school staff had significantly higher mean scores than their peers at Scandia school. The Wyoming staff had significantly higher concerns with regard to the impact of the innovation on students. The relevance of the innovation for students as well as the impact on student performance and competencies was likely of concern to these respondents. Scandia school was already actively including students with disabilities in the school community and, therefore, could observe the impact of inclusive education on all students directly. This may been a factor in the lower level of concern at stage 4 for Scandia.

There were significant differences between the total mean scores in the Fall of 1990 and the Spring of 1991 at the following stages: stage 0 ($p < .001$); stage 2 ($p < .05$); stage 3 ($p < .001$); stage 5 ($p < .05$); and stage 6 ($p = .001$). These results suggest that the level of concerns tended to rise over the school year. At stage 0, the fall mean was higher than than the spring mean which suggests an increase in the general level of concern in the sample. Spring means were also higher than fall means at stages 2, 3, and 6. These results suggest that the professionals who were concerned, had higher levels of concern in the areas of personal concerns, management, and with regard to the universal benefits of inclusive education. The higher stage 6 mean may suggest that some professionals had definite ideas about alternatives to the innovation as proposed. The mean score at stage 5 in the spring was lower than in the fall, which suggests lower concerns in the spring with regard to collaboration and cooperation in the innovation. This trend upward over the 1990-91 at various stages may have been an artifact of the training opportunities offered during this school. Faculty members had an opportunity to learn more about the innovation and to begin thinking more concretely about the impact of the innovation on various components of their position and, quite naturally, concerns tended to rise.

The SoCQ was re-administered in the fall of 1991 and 182 professionals responded. The total profile is a solid mix of low concerns overall, personal and information concerns, and concerns with the on-going managerial and scheduling aspects of the innovation. This appears to be somewhat of a regression back to a peak at stage 0 from the previous spring. This peak suggests the presence of non-users who are only becoming aware of the innovation and the largest percentage of the sample so far described themselves as novice users of inclusive education (50 percent). Those "novices" many indeed be just learning the basics of the innovation and their concern level remains low overall. Those personnel who felt they were non-users dropped to 27 percent; intermediate users were 19 percent and "old hands" represented one percent. One percent labeled themselves as past users. For those respondents with concerns, the most significant ones were with the personal impact of the innovation; concerns about learning more about inclusive education and the management of the program were of equal secondary concern. It is important to remember that six elementary schools welcomed students with severe disabilities into their home school community in the fall of 1991. Forest View school did not enroll any students with disabilities this year. This likely impacted the report of use as well as the concern profile. Professionals are likely to be in different places developmentally with regard to concerns and thus the concerns become more scattered. Despite the fact that the innovation directly affected more people this year, there were still large numbers unaffected and still at a very low level of concern and interest in the innovation.

The individual school profiles reflected a variety of peak patterns. Scandia and Columbus had 0/3 profiles which suggests that a significant number of staff members are unconcerned and uninterested in the innovation; for those more directly involved, the most significant concerns are clearly in the area of management. For the professionals at Wyoming school, management concerns were of primary importance and personal concerns ranked second. For the staff at Linwood and Forest Lake schools, personal concerns about inclusive education were most salient in the fall of 1991. Linwood, however, appeared to be developing out of the Self level with high management concerns being secondary. Forest Lake staff, on the other hand, were still looking for information about the innovation. For those with concerns at Lino Lakes school, information was the highest need. This variety of peak profiles illustrates quite well the natural development of concerns. When presented with the actual implementation of the innovation, welcoming a real student to the school rather than simply hearing rumors and attending inservices about it, groups responded with the same general concerns, but with differing magnitudes. Forest View school did not participate in this administration of the SoCQ.

Similar mixed results were apparent when the data were arranged by job description. Only the special educators had a clear two stage peak pattern at 2/0. For the special educators personal concerns were utmost in their minds. This is likely related to the changing role for these professionals from a self-contained classroom role to one in which consultation and support general education was of primary importance. Special educators had a lower level of concern across stages compared to their colleagues in general education. General educators at the primary level and principals had a relatively low level of concerns overall concerning inclusive education. For those concerned in both groups, personal concerns and concerns about learning more about the innovation were evident. Teachers in the intermediate grades had the highest level of concern at the management stage than all of the other groups. This concern was equal to the level of personal concerns reflected in this group. Given these high concerns, it is interesting that a significant number of respondents have overall low concerns about inclusive education. Information concerns were also of considerable importance to the intermediate grade teachers. The principals' profile will not be interpreted because only four responded to the SoCQ.

Tables 9 and 10 show the frequency of highest concern stage by individual by job and school. These tables show that a small percentage of respondents reported the most significant concerns at the Impact level versus the Self and Task level. Lino Lakes school is the only one which had no individuals at this level. Special education teachers had the most respondents at this level which may be reflective of their changing role and the need to collaborate and think creatively with regard to this innovation.

There were some significant differences noted when statistical analysis was completed on these data. At stage 0, the intermediate grade teachers had significantly higher mean scores than the special education teachers ($p < .05$). The primary grade teachers means became closer to the special education teachers. This result suggests that the special educators had significantly higher levels of concern with inclusive education overall than their peers in the intermediate grades. The intermediate grade teachers had significantly higher mean scores than the special education teachers at stages 1 and 2, however ($p < .05$). This suggests that the teachers at grades three through six had more significant concerns with getting more information about the innovation and had more significant levels of concerns with regard to the personal impact of inclusive education than the special education teachers. There continued to be significant differences between the mean scores of the primary and intermediate grade teachers and the special education teachers at stage 3 ($p < .001$). The general educators had significantly higher levels of concern with regard to the on-going management, logistics, and time demands related to the inclusive education innovation than the special educators. By school, only one significant difference was evident. Wyoming school staff had a significantly higher mean score than Forest Lake and Scandia schools at stage 3 ($p < .01$). The difference between Wyoming and Scandia schools in terms of day-to-day management of the innovation is not too surprising given this was Wyoming's first year of welcoming students with disabilities into the school community and it was Scandia's second; the Scandia personnel may have been more comfortable with this aspect of the innovation after a year of experience. The Forest Lake school result is more puzzling to explain, but it is encouraging. This was also the first year of direct experience with inclusive education for Forest Lake school.

The SoCQ was completed by 123 professionals in the spring of 1992. Information concerns were less prevalent among the professionals as the total profile showed the highest level of concern at stage 0 (many professionals were still uninterested or unconcerned) and equal secondary concerns at the stages of personal and management. This suggests that training and inservice opportunities provided were helpful to professionals across the district. It is important to note that the magnitude of concerns at stages 1, 2, and 3 decreased from the previous school year. In the spring of 1992, these stages fell below the 80th percentile while all had been above the 80th percentile the year before. The peak at stages 2 and 3 suggests continued significant concerns with personal impact and with the day-to-day management of the innovation. The high stage 0 result, suggesting a low level of concern by nonusers just learning about the innovation, again may reflect the new learning happening for those in the sample who labeled themselves as nonusers and novices with the innovation; nonusers represented 22 percent of the sample and novices were 47 percent. Twenty-two percent described themselves intermediate users and it is likely this group that had the most frequent concerns at the personal and management stages. Four percent of the sample now saw themselves as "old hands" with inclusive education and 2 percent felt they were past users.

None of the individual schools had peak concerns at the stage of information which would clearly suggest that training experiences were helpful. The concerns for information remained higher than concerns at stages 4, 5, and 6, but other concerns hit the two peaks of each profile. Stage 0 concerns were in the primary or secondary peak position for all of the schools. This suggests that a large percentage of the sample remained at a low level of concern by virtue of them being nonusers, or perhaps novices, and in a position of just learning the basics of the inclusive education innovation. Forest Lake, Lino Lakes, and Scandia schools had 0/2 profiles which suggests significant personal concerns as primary among the staff in these buildings. Columbus and Linwood schools had 0/3 profiles which represents growth beyond the Self level of concerns into the Task level focused on the management and coordination of such an innovation over time. Forest View and Wyoming schools had profiles with peaks comprised of stages 0, 2, and 3. This is an interesting finding given that Forest View did not welcome any student with severe disabilities into their school community during the 1991-92 school year. Based on these results, the staff in this building were already at a high level of concern with regard to the on-going management of the innovation including how best to use available information and resources.

Two basic peak patterns emerged when the profiles of general and special educators were examined (the profile of principals will not be interpreted because only two responded to the SoCQ). General educators had 0/3 profiles. When concerned (the high stage 0 represents a relatively low level of concern overall in the group), the classroom teachers were most concerned with the daily management of the innovation and use of resources associated with innovation including time demands. These teachers were asking, "How does it all fit together and work in my classroom? What do I need to do to manage the program most effectively?" Management concerns were also of highest concern to the special educators who completed the questionnaire; personal concerns were secondary. This likely reflects the changes taking place in the role of the special educators as the school communities in which they worked became more inclusive and their responsibilities became less focused on a self-contained program and more focused on supporting children and general educators in typical classrooms.

Tables 11 and 12 show the frequency of highest stage of concern for individuals by job and school. The response rate was significantly poorer at this time than the previous fall, and this makes interpretation difficult. The most significant concerns continued to be in the first four stages, with a handful of professionals expressing the highest level of concern in the Impact level (stages 4, 5, or 6).

Some statistical significant findings were evident in the spring 1992 data. Teachers in the intermediate grades had significantly higher mean scores at stage 0 than primary grade and special education teacher ($p < .001$). This result reflects an important evolution for the primary grade teachers. Previously, their mean scores at stage 0 were more similar to their colleagues in the intermediate grades. The present result suggests that primary grade teachers and special education teachers are significantly more concerned with the inclusive education innovation overall than the teachers at the higher grade levels. This is likely the result of more direct involvement with the innovation for the primary and special education teachers versus the intermediate grade teachers. Concerns of the staff at Forest Lake Elementary stood out among the seven schools at stages 1 and 2. At stage 1, Forest Lake had significantly higher mean scores than colleagues at Scandia ($p < .05$); the mean score for Forest Lake was significantly higher than both Scandia and Columbus schools at stage 2. These results suggest significant concerns with information regarding the innovation as well as personal concerns about the impact of inclusive education for the Forest Lake school staff.

Looking across the 1991-92 school year, there were some significant changes in levels of concerns. The mean score at stage 1 was significantly higher in fall, 1991 than in spring 1992 ($p = .001$). This suggests that there was a significant drop in the information concerns expressed by the sample over the school year. Secondly, the mean score at stage 2 was significantly higher in fall, 1991 than spring 1992 ($p < .01$). Personal concerns with regard to the innovation dropped significantly over time. Finally, the mean score at stage 4 was significantly lower in spring, 1992 than in fall, 1991 ($p < .05$). This result suggests a significant drop in concerns about the consequences of the innovation on students for the sample over the school year.

In the fall of 1992, 144 individuals responded to the SoCQ. The total profile shows peaks at stage 0 and 2. The stage 0 results suggest that either the faculty were experienced users who are more concerned about things not related to inclusive education or they are nonusers just becoming aware of inclusive education. That is, the stage 0 results suggest that there were low concerns, knowledge, and attention to, or interest in inclusive education.

The total profile represents both users and nonusers of the innovation. Twenty-three percent of the faculty identified themselves as nonusers, while 40 percent considered themselves novices with the innovation and 26 percent labeled themselves as intermediate users which represents a steady increase from the previous year. Two percent felt they were "old hands" at inclusive education and another 2 percent were past users. Seven percent did not label their level of use.

The peak at stage 2 suggests that the respondents had intense personal concerns about inclusive education and its consequences for them personally and , perhaps, for their colleagues as well. Stage 3 results were very close to Stage 2 results in the fall of 1992. This result suggests that there is a high level of concern with logistics, time demands, and day to day management of the inclusive education program. How does it work? When and how does everything get done? These are the questions in the minds of the faculty given this elevated Stage 3 result. Development of concerns for the Forest Lake elementary faculty was at the Self level in the fall of 1992 with steady progress noted toward growth into the Task level of concerns.

In examining the SoCQ profiles by school, three peak patterns emerge. Two schools, Forest Lake and Scandia, showed 0/2 profiles similar to the total profile. Interpretation is similar to the total profile. This result is not surprising given 1992-93 represented the first year Forest Lake Elementary welcomed students with severe disabilities into the school community. They were beginning the process and naturally started development of concerns at the Self level. The high stage 0 results likely reflects these educators were nonusers who were just becoming aware of the innovation, and for those more directly involved with inclusive education, there were very significant personal concerns. It is important to note that Forest Lake's stage 1 concern level was nearly as high as stage 2, which suggests a high need for information about inclusive education. The Scandia result is more puzzling given they had been including children with disabilities in their home school community the longest of any of the elementary schools.

Two schools, Columbus and Forest View, showed a 2/3 profile. These results suggest continued personal concerns with the innovation, but definite growth toward the Task level of concerns in Stage 3. These faculty members were becoming more concerned with issues related to organizing, managing, scheduling within the inclusive education program, and meeting the time demands of this innovative educational process. Three schools, Lino Lakes, Linwood, and Wyoming, showed continued growth with 0/3 profiles. In general, the level of concern was low regarding inclusive education, attention to or interest in the innovation is low overall in the school, as reflected by the peak at stage 0. For those faculty more directly involved with the program, however, their concerns have developed to the task itself with significant management concerns. This represents growth in concerns from Self to Task concerns.

Profiles grouped by job reflected some differences. Faculty teaching in the primary grades and special educators generated similar profiles with peaks at stages 0 and 2. These results perhaps suggest quite different concerns for these two groups, however. For the special educators, the high stage 0 concerns may reflect more experienced users who are more concerned with things unrelated to inclusive education as special educators have at least been exposed to the idea of inclusive education for longer than general educators. The high stage 0 score for the primary grade teacher likely represents nonusers who are just becoming aware of the innovation of inclusive education. Both groups have intense personal concerns about the innovation and its consequences for them. For special educators, this may reflect a concern with changing roles in the school community. These changes may include movement from a direct, pull-out special education role to one that is more indirect in supporting and teaming with general education. For the primary grade teachers, these intense personal concerns likely reflect concerns about changes in planning strategies and classroom management, as well with time demands and teaming. These changes represent less change in role (they are still classroom teachers while special educators may no longer have a classroom but function more in a consultative, supportive education role), and more changes within that role and personal concerns with the impact of those changes. For teachers in the intermediate grades, the profile of concerns generated had peaks at stages 0 and 3, with stage 2 concerns very close to stage 3. These results perhaps can be interpreted in a similar way to the primary grade teachers in that the stage 0 results likely represent the low concerns of nonusers just becoming aware of the innovation and the high stage 2 concerns reflecting personal concerns with changes in the classroom and their role as a classroom teacher. The significant difference is the stage 3 results which suggest growth from Self to Task concerns. These educators have more significant concerns with the hands-on, day-to-day workings of the innovation than their colleagues in the primary grades and in special education.

Tables 1 and 2 illustrate the frequency of the single highest concerns stage for individuals by school and job. This information goes beyond the group profiles to some extent in that it is possible to see that some individuals appear to have made significant growth beyond the Self and Task levels of concerns into the Impact level. In the fall of 1992, more individuals had concerns with collaboration and teaming with regard to inclusive education than with the consequences of the innovation for the students they work with or with the broader implications of the innovation. The highest level of need for information about inclusive education appeared to be with Forest Lake Elementary which is consist with their first year in welcoming students with disabilities into the school community. Linwood Elementary had the most number of individuals with management concerns which suggests intense involvement with the innovation and on-going concerns with the day-to-day implementation of the innovation by people actively involved in the innovation. The number of intermediate grade teachers indicating highest concerns at stage 0 is likely indicative of nonusers just beginning to become aware of the innovation by virtue of the fact that more included children were in primary grades. The primary grade teachers have had more direct experience with the innovation of inclusive education than their higher grade peers, and thus, know more about it and concerns were elsewhere.

When the data were subjected to statistical analysis, there was a statistically significant difference in the mean scores at stage 0 between some schools. Forest View and Columbus schools had significantly lower mean scores at stage 0 than Linwood; Columbus was also significantly lower than Lino Lakes ($p < .001$). These results suggest significantly more concerns with the innovation of inclusive education overall for Forest View and Columbus than for their peers working at Linwood and Lino Lakes schools. This result is not surprising given the 1992-93 school year was the first in which Forest View welcomed students with disabilities into the school community. Columbus has educated children with disabilities for a number of years although not in full-time general education placements. This high level of concern at stage 0 may represent concern with changes in the school environment as a result of the inclusive education innovation. The Columbus school environment has changed rather dramatically over the past three years and the faculty may be reflecting on those concerns as they relate to inclusive education.

Statistically significant results emerged when job description was examined as well. At stage 0, special educators had significantly lower mean scores than colleagues teaching in the intermediate grades (3-6) ($p < 0.5$). This suggests that the special educators in the sample had significantly higher concerns and involvement with the innovation overall than the intermediate teachers. This seems logical given that special educators are more likely to have been directly involved with inclusive education whereas few teachers in the district at the intermediate level have had the opportunity to become directly involved with the innovation. Another important result emerged upon statistical analysis of the group by job. At stage 5, which focuses on collaboration and teamwork with others, special educators had significantly higher mean scores than teachers in the intermediate grades. Again, given the greater likelihood of direct involvement for the special educator, this is not a surprising result. Special educators likely find themselves in the position of facilitating collaboration more often given the greater emphasis on consultation in their role, and thus their concern with collaboration overall is higher than other professionals, especially those teaching in the intermediate grades.

The SoCQ was completed by 139 people in the spring of 1993 and the total profile reflects clear growth into the Task level of concerns with the two highest peaks at stage 0 and 3. The stage 0 results can be interpreted similar to results from the previous fall: a combination of nonusers (just becoming aware of the innovation) and more experienced users (more concerned with things other than the innovation) produced the high Awareness results. However, more team members viewed themselves as users of inclusive education in the spring than in the fall. Seventeen percent labeled themselves as nonusers and 35 percent saw themselves as novices; 36 percent now said they were intermediate users and five percent were "old hands" at the innovation. Four percent of the group were past users. At stage 3, the peak on this spring profile suggests significant concern with logistics, time and management of the innovation on a day-to-day, month-to-month basis. Overall, educators appeared to be more concerned with making the inclusive education program work for all involved than with more information about the innovation or with personal consequences of the program.

When the profiles for each school were examined, three patterns emerged. The 0/3 profile similar to the total profile was the most common. Five of the seven schools generated this profile and this can be interpreted in the same way as the total profile. Forest Lake Elementary produced a 2/3 profile. This suggests that personal concerns remained significant for the faculty, but that on-going management concerns in working with the innovation were also prevalent. Scandia's concern profile is puzzling with peaks at stages 0 and 1. This school welcomed students with disabilities for three years. The results suggest low concern, interest or attention in the innovation overall with a need for information expressed by some faculty. Based on the experience of the faculty at this school, it could have been expected that growth out of the Self level of concern would have been more rapid. It is important to note the low response rate for Scandia as well; this also may have influenced the skewed profile.

By job, the spring profiles showed growth for all groups into the Task level of concerns. Primary grade, intermediate grade and special education teachers each generated peaks of concerns at the Awareness and Management stages (0/3). In all groups, educators were less concerned with the innovation overall and showed more significant concerns with the on-going management of the innovation than with personal and information concerns.

The frequency of highest concerns stage for individuals is shown in Tables 3 and 4. Fewer individuals had the highest concerns at the Impact level (state 4, 5, 6) in the spring. The number of top concerns regarding collaboration and refocusing were equivalent, but small. The number of people with a high need for information dropped considerably overall, which suggests that training opportunities were helpful in resolving concerns for some staff members. The number of staff members expressing personal concerns with regard to the innovation also dropped from spring to fall. The concern with time, logistics, and management of the innovation continued to represent the highest area of concern for a large number of respondents. In general, the highest concerns of the group continued to be focused at the Self and Task level.

Statistical analysis revealed significant differences in some areas. At stage 4 and 5, Forest Lake Elementary had significantly higher concerns than Linwood School ($p < .05$). After one year of including children in their home school community, Forest Lake staff members had significant concerns with the impact of the innovation on their students and in collaborating on the innovation. Similar to the results from the fall, special educators had significantly lower mean scores at stage 0 than their peers teaching in the intermediate grades. Again, this represents a higher level of concern and interest in the innovation for the special educators and is likely the result of greater involvement overall with inclusive education than teachers at grade 3 through 6. General education teachers (grades K-6) had significantly more concerns than special educators at stage 2 in the spring. This represents significantly greater personal concerns related to the innovation for these professionals.

Although change was seen from fall to spring in the analysis of profile peaks, there were no statistically significant differences in mean scores at any stage between fall of 1992 and spring of 1993 ($p > .05$). Overall, the 1992-93 data appear to be more homogeneous between schools and job description than the data sets from 1990-91 and 1991-92. There were fewer statistically significant differences in profile and stage means by both groups in both fall and spring of the final year than occurred in the two previous years.

When profiles were compared statistically across years, changes were observed. The total profiles were configured in three ways for these analyses: first the data from Fall administrations of the SoCQ were compared (Analysis 1: Fall 1990 to Fall 1991, Analysis 2: Fall 1991 to Fall 1992); second the from Spring administrations were compared (Analysis 3: Spring 1991 to Spring 1992, Analysis 4: Spring 1992 to Spring 1993). Finally, SoCQ total profile data from pre- and post-project were compared (Analysis 5: Fall 1990 to Spring 1993).

Analysis 1: Fall 1990 to Fall 1991. Significant differences in mean scores were found between these two data sets at four stages. 1990 means were significantly higher than 1991 means at stage 0, which suggests higher general concerns in 1991 ($p < .001$). It is likely that more people were aware of the innovation by Fall 1991 as six of the seven schools were welcoming students with disabilities that year and overall concerns increased. 1991 means were significantly higher than 1990 means at stages 3 and 6 ($p < .05$, $p = .001$), which reflects higher management concerns and concerns with exploring the universal benefits of the innovation. Again, given the increased number of professionals directly involved with innovation in 1991, it seems natural that concerns with the day-to-day management would increase and that some staff members would begin thinking more broadly about inclusive education. In 1990, the mean score at stage 1 was significantly higher than in 1991 ($p < .01$). These results suggest a decrease in the level of information concerns across a year. This decrease suggests that training opportunities offered in the first year of the program were helpful in easing the information concerns for some professionals in the sample.

Analysis 2: Fall 1991 to Fall 1992. As noted above, there was an upward trend in concerns in Fall, 1991 when more schools and professionals became involved with inclusive education. This analysis showed that concerns eased after a year of experience with the innovation. 1991 mean scores were significantly higher than 1992 means scores at stages 1 ($p < .001$), 2 ($p < .001$), 3 ($p < .05$), and 5 ($p < .05$). These results suggest still lower information concerns, and lower personal concerns. After a complete year of working with the innovation, there was a lower level of management concerns and decreased concerns with collaboration and cooperation with others with regard to inclusive education. These results also suggest a steady downward trend in concerns each Fall the SoCQ was administered.

Analysis 3: Spring 1991 to Spring 1992. Significant differences between 1991 and 1992 mean scores were found at stages 1 ($p < .001$), 2 ($p < .001$), 3 ($p < .01$), and 6 ($p < .01$). The 1991 mean scores were significantly higher than the scores generated in 1992 at each stage. Continued inservice training opportunities appear to have be useful in alleviating some information concerns. Concerns with regard to the personal impact of inclusive education and the day-to-day management concerns were still running quite high before the majority of the buildings welcomed students with disabilities into their communities. It may have been expected that professionals involved with this innovation would have started thinking more broadly about the innovation and the stage 6 mean score would have increased with more direct involvement. This downward trend may represent a decrease in negative attitudes and ideas about changes or replacements for the innovation, however, and this would be a positive result.

Analysis 4: Spring 1992 to Spring 1993. There was only one significant difference in mean stage scores when these data sets were compared. The 1992 mean at stage 1 was significantly higher than the 1993 mean ($p < .05$). This suggests a steady downward trend in information concerns across the project and that inservice training opportunities and professional consultation were effective in decreasing the levels of concern with regard to information that professionals expressed.

Analysis 5: Fall 1990 to Spring 1993. There was a statistically significant difference between mean stage scores generated at the beginning of the Achieving Membership project in the Fall of 1990 and those generated at the conclusion in the Spring of 1993 at four of the seven stages of the SoCQ. The pre-project (1990) mean scores were higher than the post-project (1993) mean scores at stages 0 ($p < .001$), 1 ($p < .001$), 2 ($p < .001$), and 5 ($p < .01$). The higher pre-project mean at stage 0 suggests significantly greater concern, knowledge, interest in, and attention to the inclusive education innovation by the end of project. More respondents considered themselves at least novices with the innovation and thus, awareness grew. These results also suggest lower concerns with regard to information and personal concerns by the end of the project. Concerns about collaboration with others also were lower at the end of the project than they had been in the beginning. The pre-project mean score at stage 4 was higher than the post score, but the difference was not significant ($p > .05$). Although the post-project means scores at stages 3 and 6 were higher than the means at these stages at the beginning of the project, the difference was not significant ($p > .05$). Overall, these results suggest greater awareness of the innovation from the beginning to the end of the project. Information and personal concerns decreased which suggests effective training for the elementary personnel impacted by this project. Concerns about collaboration also decreased significantly over time. This may be an artifact of successful teamwork and cooperation among professionals in supporting general educators and students with disabilities. Being a part of a successful, productive team likely was a factor in the downward trend on the stage of collaboration. Although not statistically significant, concerns with regard to the consequences of the innovation on the students decreased over three years. Concerns with management and refocusing on the broader benefits of the innovation increased somewhat over time. This suggests that time demands and managing the program efficiently were on-going significant concerns. People may have started to think more broadly in terms of application of the innovation based on the slight increase at stage 6.

Although there was relatively little change in the peak patterns generated by the Forest Lake faculty over the course of the project, the statistical analysis discussed above suggest steady growth out of the Self level by the sample. It is important to note that inclusive education represents a broad, systems change type of innovation which may have impacted the concern development. It is unlikely that these respondents were "stuck" between the Self and Task, never to reach the Impact level of stages 4, 5, and 6. It seems likely that given this type of systems change concerns would develop more slowly than with a small, more focused innovation. A systems change innovation potentially affects many people; a smaller, more focused innovation likely does not. For this reason, less people may be aware of the innovation in the first place, and those that were had diverse concerns. Those diverse concerns may not change very rapidly given a broad systems change. By the end of the project,however, these faculty seemed deeply into the nuts and bolts management concerns of the task and were clearly moving beyond the concerns focused on only information and themselves.

The steady downward trend in responses is of concern throughout this interpretation. The rate of return decreased within years (from fall to spring each year), and across years. The question lingers as to what the concerns of those that did not respond were and how those responses would have affected the total profiles and the statistical analyses. Although the number of principals was small and likely would not have impacted the analyses to any great extent, these data are very scant after the first year and represent missing pertinent information. Less frequent administrations of the SoCQ in future research would result in smaller quantities of data, but perhaps more complete data and better rates of return which would make interpretation stronger.

Appendix H:
Inclusive Education Monthly Updates

MONTHLY UPDATES

Every month during the school year, staff members and parents directly involved in inclusive education had the opportunity to provide feedback on how inclusion was going. People who completed Monthly Update forms included classroom teachers, parents, special education staff, principals, paraprofessionals, and specialists (i.e., media, physical education).

The first part of the Monthly Update form consisted of five questions that asked about important aspects of inclusive education; team members rated each of these statements on a five-point scale ranging from strongly positive to strongly negative. The five questions asked were:

1. Overall, how has inclusive education been going this past month?
2. Overall, how well do you think the student's team is getting along?
3. Overall, how well do you think the student with disabilities and his/her classmates are getting along together?
4. Overall, how well do you think the student with disabilities is learning?
5. Overall, do you think that inclusion has had an effect on the classmates' academic learning?

THINGS WE LEARNED

Over the course of the year, some clear trends in the monthly ratings emerged:

- Things got better as the year went on. By May, most team members gave inclusive education a very high rating overall.
- During the course of the year, teams had both ups and downs. By the end of the year, though, most team members reported that their teams were performing well, and had improved since the beginning of the year.
- Perceptions of how inclusion was proceeding related very strongly to perceptions of how smoothly and effectively the team was performing. When the team was working well together, the members had positive feelings about inclusion; when the team was having difficulty, members were less satisfied with inclusion.
- The relationships between children with disabilities and their classmates were good, tended to get better as the year went on, and were good even when teams had rough months.

> “It's nice to come together and brainstorm.”

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The second part of the Monthly Update form consisted of four open-ended questions, with space for respondents to write out answers. Responses to this section were transcribed and re-distributed to team members on a monthly basis. The questions were:

1. What are your most pressing issues right now with inclusive education?
2. Write down one (or more) strategies that seem to be working well with your inclusive education efforts.
3. Write down one (or more) strategies that have not been working with your inclusive education efforts.
4. Thinking back over the past few weeks, identify one (or more) stories about inclusion that you would like others to know about. Please share that story here.

THINGS WE LEARNED

Areas of concern cited frequently were:

- The need for effective team work and collaboration skills.
- Development of appropriate educational goals and instructional procedures.
- Shortage of time for: communicating, coordinating, working with all students, developing or accessing material.
- Team members' needs for personal support, feedback, and assistance.

Positive experiences and strategies centered around:

- How well classmates welcomed students with disabilities, and how they found their own ways to support and facilitate participation—both in and out of the classroom.
- Team collaboration, although a new and sometimes difficult approach, was a big plus when it involved good communication, mutual problem-solving, and respect and support among team members.
- Setting positive tones in classrooms, and feeling a sense of ownership about the success of inclusion.
- Being able to tell non-team members when inclusion was working well.

On the whole, it is remarkable how infrequently team members mentioned the reactions of children with disabilities or their peers as a concern. On the contrary, feedback on good strategies and experiences focused *overwhelmingly* on the children:

> “Inclusion has had an effect on the other children's academic learning by increasing awareness of their own capabilities and respect for themselves and others–which affects the learning environment and their susceptibility to learning.”

> “It's getting easier. The kids are doing great.”

> “Letting the kids do some problem solving gives you lots of insight.”

> “He loves being with his classmates.”

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MONTHLY UPDATES

Each month during the school year, team members from the six schools in the Achieving Membership Program were asked to complete a "Monthly Update" form. The majority of teams were fairly consistent throughout the year in responding to the request for a monthly update. However a few teams had core team members who did not turn in updates. Team members included classroom teachers, inclusion support partners, parents, related service professionals, classroom paraprofessionals, physical education teachers, principals, and school psychologists.

The Monthly Updates consisted of a one page form by which team members could give up-to-date feedback on how things had been going during the past month. Team members also were able to express concerns, pose questions, share successful strategies, and tell stories. Monthly updates were turned into the Inclusion Partner and used by the Inclusion Partner and University personnel to identify support needs. The written comments made by team members regarding pressing issues and/or successful strategies or stories were typed anonomously and shared with all team members.
The Monthly Update form has two parts....

The first part consists of five questions that ask team members to rate, on a scale of 1 to 5, how well different aspects of inclusion had been going recently. The five questions are:

1. *Overall, how has inclusive education been going this past month?*
2. *Overall, how well do you think the student's team is getting along?*
3. *Overall, how well do you think the student with disabilities and his/her classmates are getting along together?*
4. *Overall, how well do you think the student with disabilities is learning?*
5. *Overall, do you think that inclusion has had an effect on the classmates' academic learning?*

THINGS WE LEARNED

At all schools, ratings on all five questions started out quite positive and increased slightly but consistently during the school year. In addition, some remarkably consistent patterns emerged.

- Ratings of overall success of inclusion (Question 1) often fluctuated from month to month, and these fluctuations tended to closely parallel fluctuations in how well the team was functioning (Question 2). In other words, when teams were working well together, overall perceptions of inclusion tended to be high; when teams were having difficulties, overall ratings of inclusion typically decreased.

- The relationship between students with disabilities and classmates (Question 3) were perceived as positive from the beginning of the school year and got even better.

- Consistently, the lowest-rated question concerned the learning progress of children with disabilities (Question 4). Team members frequently reported that they struggled to find appropriate educational strategies, and were unsure of how to evaluate educational gains of the students with disabilities. Although responses to Question 4 were consistently lower than those to the other questions, responses still tended to be more positive than negative. In addition, responses to Question 4 became increasingly positive as the year went on, and had the greatest increase of the five questions.

- In general, team members perceived that inclusion had a positive effect on the academic learning of class mates, and this perception became stronger as the year progressed.

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The second part of the Monthly Update consists of two questions that allow team members to write with more detail about particular concerns, issues, strategies, or ideas. The two questions asked are:

1. *What are your most pressing issues right now with inclusive education?*
2. *Thinking back over the past few weeks, identify one (or more) stories or strategies that you would like others to know about (e.g., a specific story about students or team members interacting that you attribute to inclusion). Please share that story or strategy here.*

MORE THINGS WE LEARNED: CONCERNS AND ISSUES

During September and October, team members at the six schools described significantly more concerns and pressing issues than positive occurences, stories, or ideas. From November on, however, positive stories or strategies were increasingly shared more often than concerns or pressing issues. The number of concerns started to rise again near the end of spring, as team members prepared for the end of the year and began planning for next year.

Common themes among concerns or pressing issues were:

Participation of the child with disabilities. These concerns involved the inclusion of the child as a fully participating member of the class. Examples would be: facilitating appropriate interactions with peers, devising strategies for participation, fostering communication between students, or dealing with disruptive behavior. Participation concerns were expressed in two very different ways. Some participation concerns were shared in terms of ways in which the *child with disabilities* was "unable" in some way to participate in a typical fashion, such as "child does not interact with peers," "child's behavior is disruptive," "classmates cannot communicate with child," or "child does not participate in activities." A lesser number of participation concerns were expressed in terms of areas in which *team members* needed to improve, such as "need to foster communication between child and classmates," "need to determine support needed to participate," "need to establish consistent routine," or "need to adapt activities so that the child may participate."

Instruction. Instruction-related concerns were those that dealt with the learning needs of children with disabilities. Like participation concerns, instructional concerns were either viewed as a function of "problems" with the child or "problems" with the adult support provided to the child. Child-focused instructional concerns included "child lacks skills," "skill development is slow," "child is unable to participate in academic activities." Adult-focused instructional concerns included such things as "need to devise effective instructional strategies," "need to identify child's needs," "need to better assess student progress," and "need to adapt activities or materials." Unlike participation concerns, *most instruction-related concerns were adult, rather than child focused.* This suggests that team members may perceive themselves as more responsible for or in control of traditional skill development and instruction than in facilitating opportunities for participation.

> "Sarah's head control is improving at such a tremendous rate - - I attribute it to her need to see what the other kids are doing."

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CONCERNS AND ISSUES - continued

Teaming. Teaming-related concerns address issues of team planning, cohesiveness, ability to work together, communication, and scheduling. Many team-related concerns dealt with the difficulty of finding a time that team members could meet and plan together.

Personal support/role. Some concerns dealt with the difficulties that team members experienced in getting personal support for their efforts, managing their time, overwork and fatigue, and uncertainty of how inclusion effected their professional roles.

Physical needs. Physicial needs-related concerns included the health of students with disabilities, students' physical safety, and physical management of students with physical disabilities.

Transition/planning. These concerns related to long-term planning for students with disabilities. The most frequent concern of this type involved selecting a classroom teacher for the next year, and transitioning to the next grade. Other concerns of this type included long-range goals, and the concern that it would become difficult to maintain children with disabilities in upper-grade classrooms.

Overall, three kinds of concerns tended to be by far the most frequent; they were, in order of frequency; Instruction, Participation, and Teaming. At four of the six schools, Instruction-related concerns were most often expressed; at the two other schools Instructional concerns were the second most frequent type of concern. During the year, the kinds of concerns expressed did not fluctuate very much, with two exceptions: Team-related concerns decreased as the year went on, and Transition/planning concerns increased dramatically in the final three months of the school year.

THE LEARNING CONTINUES: POSITIVE STORIES AND STRATEGIES

Team members shared many stories of positive strategies and experiences. Almost all positive statements could be categorized as one of three themes:

- ***Successful learning by students with disabilities.*** Team members frequently noted skill gains by students, as well as noting particularly successful instructional strategies.

- ***Good teaming and partnership.*** Like instruction, difficulties with teaming were some of the most often stated concerns. Also like instruction, though, when team members interacted positively and effectively, this was seen as a powerful tool. Particularly important were good communication, honesty, flexibility, and time and willingness to work together.

> "I continue to be amazed at how well Maria is meeting her goals - - the other students really motivate her to try hard!!!"

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> Bernard is really waving to say hi and bye so consistently!!! I love it.

> Nichole is learning school rules and following directions with more success.

> Sue continues to be an important member of the classroom . . . children of all ages seek her out, just for the pleasure of her smile.

POSITIVE STORIES AND STRATEGIES - continued

• ***Participation and relationships with classmates.*** An overwhelming majority of the positive statements on Monthly Updates concerned the relationships and interactions of the children in the classrooms. The good feelings between children and the positive and appropriate participation of children with disabilities in the classrooms were described over and over again. For example, positive statements included:

- Classmates welcomed and were very supportive of students with disabilities.
- Classmates were eager and creative in finding ways to help peers with disabilities participate in classroom activities.
- Students with disabilities enjoyed membership in their classrooms, and participated in activities with classmates *after* school.
- Team members frequently recognized and described positive participation strategies and experiences.
- Team members were proud of successful strategies to help children with disabilities participate.

> Some days are up some not - - yet more are up!!

> I get lots of support - If I have a problem, I can depend on the whole team.

> Marcia was invited to another sleep-over last week. She was really looking forward to it.

> There has been more of a blending of all of us this month.

> Jo has said thirteen different words in the last two months!

Inclusive Education Monthly Updates

General Themes from Monthly Updates Graphs 1992-93

Team members viewed the entire inclusive education process more positively than negatively. From September to November of 1992, ratings of inclusive education overall, team functioning, relationships among children, learning of the student with disabilities, and effects of inclusion on classmates' academic learning were between 3 and 4 on a Likert scale from 1 to 5 (3 is the median score and 5 represents the most positive rating). From January through May 1993, ratings of the students' with disabilities learning and the impact of inclusion on classmates' academic learning continued consistently between 3 and 4; ratings in the other three areas improved, as they rose above a rating of 4.

January and February 1992 showed slightly higher ratings in all areas than the rest of the school year. Teams and programs may have reached the peak of performance after a few months adjustment to one another and a new routine in the fall and before the process of planning transition for the next school year became imperative. Ratings dipped somewhat in March and made a near rebound in April/May to end the year on a very positive note overall.

The questions concerning the relationships of the students with disabilities and their peers and regarding team functioning consistently received the highest ratings during the 1992-93 school year. These results suggest that positive, supportive relationships developed quite quite among children and remained strong throughout the school year. This is supported by the narrative comments generated from the monthly updates as well. These results also suggest that teams of parents and professionals were able to collaborate effectively in designing an educational program, brainstorming solutions to problems, and celebrating the progress of the students with disabilities. The rating given to inclusive education overall was closely parallel to the ratings of teams and relationships, at times being only slightly lower. The overall rating increased with time. Together, these three results suggest that the inclusion of students with disabilities was successful and positive for the students themselves and their peers in terms positive relationships and for the parents and professionals involved in terms of the collaborative teamwork experience. It is also suggested that the learning experience became more positive for those involved over time.

The ratings given to the impact of inclusion on classmates' academic learning and learning of the student with disabilities were lower than the ratings for the other three areas across the school year. Inclusion was viewed as having very little impact on the academic learning of classmates in the fall of the year; the impact was seen as more positive after January. The ratings given to the learning of the student with disabilities in the inclusive setting consistently received the lowest rating across time. This may be related to the numerous concerns noted regarding how to evaluate the learning of these students in the narrative.

Comments on Mean Monthly Update graphs from each school

Scandia: This school has been involved with inclusive education three years. The mean profile generated is higher than the mean for all school. The ratings regarding the learning of students with disabilities was consistently between 3 and 4 on the Likert scale across the year; other ratings averaged ratings above 4. The overall rating of inclusion and the relationships between students were consistently rated the highest. These children have the longest history together, thus this result suggests that those relationships endure beyond the school year. The ratings of team functioning showed the most fluctuation over the year, with significant changes up in February and down in March. However, the overall rating did not seem to follow the functioning of the team. Inclusion was viewed to have a positive effect on the academic learning of classmates.

Forest Lake: The 1992-93 school year represented the first year of inclusion for this school. The mean profile generated has wide fluctuations in ratings from month to month and very scattered ratings between and within months. Within months, mean responses were spread up to 1.5 points apart, except for March when the scores bunched up at 3.5. Across months, no area was consistently rated highest or lowest. All areas of the monthly update were rated lowest at one time in the school year; classmate learning, team function, and relationships represented the highest rating at different times of the year. The ratings in all areas were very low (between 1 and 3) in November 1992, which represented the bottom of a steady decline in all areas from September through October. There was a dramatic increase in ratings in January and another dip in March. There are no monthly update responses for April/May. These results are difficult to interpret. They may represent the adjustment of children and adults to inclusive education and collaborative teamwork. They may represent changes and difficulty with programming for particular students.

Columbus: This school has been involved with inclusive education through this grant for two years, but has the unique experience of having housed a self-contained special education classroom (to which many of the target students in the grant may have been assigned), for several years prior to the implementation of the grant project. The mean profile generated for Columbus looks quite similar to Scandia. Responses were more positive than negative in all areas and in all areas higher than the mean profile for all the schools. Inclusion was seen as having a positive impact on the academic learning of children without disabilities. The rating given to inclusive education overall and to the relationships between children were consistently given the highest ratings across the school year. Like Scandia, the rating of team functioning showed the greatest fluctuation over the school year. That change was most dramatic between January and May; the rating of inclusion overall, however, did not change downward with the rating of team functioning. Ratings in all areas were lumped together around 4 in September. All areas except the learning of the students with disabilities increased thereafter; the learning of these target students remained constant. These results can be interpreted in similar ways to the Scandia results.

Forest View: This school was involved with inclusive education for two years. The mean responses from Forest View were unique in that the impact of inclusion on the academic learning of peers was seen more negatively or has having no effect in the fall of the school year. This area received the lowest rating consistently across time, despite the fact that there was a steady, positive increase in these ratings over time. Whereas, the learning of the students with disabilities was seen more positively; ratings in this area were more similar to ratings of inclusion overall, team functioning, and relationships among children than for any of the other schools. The overall rating given inclusion and the rating of team functioning were stable and paralleled each other in the fall of the year and both were quite variable beginning in January. However, they were not parallel in variability; that is, team functioning climbed in the winter while the overall rating of inclusion decreased. Relationships among children started and ended the school strong with little change over time. The low mean on classmate learning is not the result of low ratings for one students; this was the lowest rated area for all of the students in this school. This result is puzzling in that respect. Were these students older and they and their peers were working in more complex curricular areas or expected to work independently more often than primary grade students? Is the focus of the school different; is it a specialized magnet program of some sort? Is the mission of this school, as held by the principal and faculty, somehow different than other schools in the district? Were these target students more disruptive to peers thus changing the academic engaged time periods in school? Like the other schools, the relationships between children appeared to blossom and grow stronger and more supportive over time.

Lino Lakes: One student has been a part of the grant at this school and these results represent his data. Overall, mean responses in all areas were positive, above 3 on the Likert scale. Again, relationships with peers started out strong in the fall and remained there during the year. Team functioning was parallel to the relationships ratings, as was the overall rating of inclusive education which is also similar to other schools. As with other teams, the Lino Lakes team dipped in its overall rating of the program once during the school, but the rating of the team function did not follow. The impact on classmate learning was consistently seen as positive for this individual.

Wyoming: This school was involved in the inclusive education grant for two years. The mean profile from this school shows quite constant, positive ratings in all areas and a nearly constant rank ordering of areas over time. Team functioning was consistently the highest ranked area, followed by either the overall rating of inclusion or the rating of relationships between children, followed by the impact of inclusion on classmates' academic learning or the learning of the student with disabilities. As with several other schools, Wyoming's mean profile showed strong, consistent relationships between peers, lack of responsiveness to a drop in overall rating in the rating of team functioning, and learning of the target students lower than other areas. Forest View school is similar to Wyoming in the low rating given to classmate learning. At Wyoming, the results indicate that team members saw little effect of inclusion on the academic learning of classmates and more positive impact reported over time.

Relationship of graphed responses and written comments

The next step is to examine the relationship between the level of collaboration of a team, the target students' progress in the program (based here only on the written comments on the monthly updates, but should also include data from the students' IEP and other anecdotal records kept during the school year) and the scaled responses from the structured portion of the monthly updates. It may also be productive to examine the team functioning and progress of students in which relatively little data was collected via the monthly updates, either because the updates were not returned consistently or very concerns or positive strategies were recorded. Data for 1992-93 on three students will be used to describe the relationship.

Sarah

Team members were very thorough in completing monthly updates on Sarah. There were many very positive comments and stories concerning her participation, friendships, and acceptance in the school community throughout the school year. Team members appeared pleased with Sarah's progress, although there were also many comments regarding the curriculum and academics for her.

In examining her mean profile from the structured part of the monthly updates, all ratings were well above the median and the rating of inclusive education overall started the year at a high level and only goes higher over time. This corresponds to the positive themes conveyed in narrative comments. There were notably very few comments about team functioning in the narrative, perhaps because this team functioned so well; the rating on team functioning dipped below 4 only once during the school year. The rating of relationships with peers was not as stable as might be expected based on the myriad of comments focused on this area. The ratings in this area represent good relationships among children nonetheless. Given the numerous comments concerning academics and specific curricular areas, it is no surprise that Sarah's learning is rated the lowest of all areas (between 3 and 4). The rating of the impact of inclusive education on the academic learning of peers is generally parallel to the rating of Sarah's learning which suggests a slightly positive impact. Thus, the scaled responses parallel the narrative responses quite well.

Cindy

The comments contributed by Cindy's team members represented much more variety than any other team. There were many concerns voiced by team members with regard to her behavior in the school environment, assessment or evaluation of what she had learned, and the appropriateness of her placement in an inclusive setting especially toward the end to the school year. There were also concerns expressed with regard to the team supporting Cindy and concerns about staff changes in January and February. There were also comments made documenting slow, but steady progress in the development of relationships between Cindy and her peers and descriptions of Cindy's learning interspersed throughout the year.

Not unexpectedly, the mean profile generated from the structured questions of the monthly updates was very scattered within each month and over time. All areas plunged to a rating around 2 in January suggesting that the team saw all areas more negatively than positively. At other times, some areas were seen positively and others negatively. The rating of inclusive education overall for Cindy showed significant variability over the year. In September, the rating was above 4 with a drop below 4 in October and November. This area dipped with all the others in January and did not make a complete rebound in February and March before falling back to 2 by the end of the school year. These results are not surprising given the flavor of the narrative comments. It is curious, given the sometimes very negative nature of the comments concerning team functioning, that the rating in this area is generally the highest across the school year. Excluding January, there was a steady downward trend in the rating of team functioning, however. The team's ratings of relationships among the children in Cindy's class fluctuated significantly between September and January, but leveled off in the mid-range in the latter part of the year. This is consistent with narrative comments in that the children in her class seemed to need some extra time getting to know Cindy and once this occurred, relationships began to solidify. The result regarding Cindy's learning is no surprise; it suggests on-going concerns just as in the narrative comments. Team members felt Cindy was learning quite poorly for the majority of the school. Given the numerous comments about assessment it is quite likely that the team was not able to measure Cindy's learning accurately, rather than she was not learning. The impact of inclusion on classmates' academic learning was the only area which showed improvement over time. Inclusive education was seen to be having a negative impact on classmates' learning in September; this rating hovered near 3 for the rest of the year suggesting no impact. This result supports the comments that classmates needed time to get to know Cindy and also is testimony that students adjust quite well to disruption, and likely start developing their own strategies to avoid disruption (i.e. make Cindy comfortable) and remain on task during learning times. One of Cindy's team members commented, "This past month has been rather trying for all involved." Indeed when the narrative comments and the graphed scaled responses are taken together, it appeared to be a rather trying, unpredictable year for Cindy, her peers, and the team supporting her.

Jeff

Jeff is a student who has been included in home school community for three years. Team members reported very few concerns throughout the school year. Some concerned his health and others were adult-focused in terms of needed adaptations or materials. The written narrative on Jeff's monthly updates generally consisted of positive stories and strategies used to boost his participation with peers and his learning both in the classroom and in other school environments such as the playground. Many comments included the on-going academic and social learning by peers involving Jeff. Glowing compliments about the skills of various staff members also peppered these comments.

Not surprisingly, all areas except the rating of Jeff's learning are above 4; which is consistent with the positive tone of the narrative comments. The impact of inclusive education on the academic learning of peers was seen as very positive and this is reflected very clearly in the narrative as well. Jeff was clearly involved in the academic learning of his peers (i.e. as book report partner) and this participation was viewed as having a very positive influence on their learning. The rating of Jeff's learning is somewhat curious as it declined slightly over time. There only seemed to be one comment reflecting an adult focus of instruction late in the school year. This is perhaps a continuing problem with the evaluation of learning by student with significant disabilities. The rating of team functioning showed the most fluctuation of any of the scaled areas. This may suggest that productive, collaborative teamwork naturally has peaks and valleys. The key, however, is being able to work together as a team to keep productivity and satisfaction high and prevent valleys from becoming plunges into dissatisfaction and splintered programs. Overall, Jeff's mean profile of scaled responses is closely related to the narrative comments generated from the monthly updates.

Appendix I
Support Staff Interviews or Surveys

"We're Here Because of Kids"

Scandia School Support Staff Share Views of Inclusion

In April 1991 staff from Scandia who were not involved in evaluation in other ways were interviewed; this included the secretary, health aide, custodians, playground and lunchroom assistants, and cooks. These people play a crucial role in the school community, and we wanted to learn their perceptions and "broader" perspective and experiences within the school community.

The interviews were comprised of the following questions which were asked either in a small group or individually:

1) Have there been any changes this year as a result of having children with severe disabilities included at Scandia?
2) Are there any other changes that have had either a positive or negative effect that you can think of?
3) Were you surprised by any of the changes?
4) What did you expect to happen?
5) How would you describe interactions between students with severe disabilities and their classmates at Scandia?
6) How would you describe interactions between students with severe disabilities and other students in the school who are not in the same class?
7) To what extent have you been involved with the students with severe disabilities included at Scandia this year, their teachers, or anything related to their inclusion?
8) Can you think of other ways you could or would like to contribute to the current planning or to the programs of these students next year?
9) Any other thoughts?

THINGS PEOPLE SAID

"Children are real positive. They are handling this better than anyone - just as with most things."

Rita, Scandia Health Assistant

"My granddaughter is in Jaime's class and she just takes it for granted - she is able to tell about things related to Jaime - with no mention or regard for her disabilities."

Bud, Scandia Custodian

"I was wondering if it would take away from the other kids. In questioning his daughter, he asked her if Arthur was slow or anything and she replied - No! You should see him, he's really fast - fastest kid in our class!"

Terry, Scandia Custodian

"This program is providing a way to model respect because children are beginning to respect one another - becoming better human beings."

Bonnie, Scandia Secretary

When asked "were you surprised by any of the changes?," responded:
"No - Kids are very receptive and accepting. I think it is natural for them. It becomes unnatural when we separate them out - same for kids with disabilities as it was for black children. Separation causes or creates mystery, fear, and a feeling of superiority."

Nancy, Scandia Cook

THINGS WE LEARNED

- The responses were generally positive in nature. It was clear that these folks were "in tune" with the happenings of the school and had insights to offer.
- Staff expressed willingness to help by "lending an extra pair of hands" in emergencies, if appropriate information was provided. Staff desired information on student medical, safety or other needs when there were special issues for a student in order to provide the best support on the playground, lunchroom, and other settings.
- Most of those interviewed recognized the valuable role that program support assistants (i.e., paraprofessionals) played. Several commented on the powerful message that is communicated by the paraprofessional modeling interactions and strategies with the student(s), but not being too "attached" to a particular child.
- Staff expressed that children in the three focus classrooms accepted the children with disabilities as they did their other peers.

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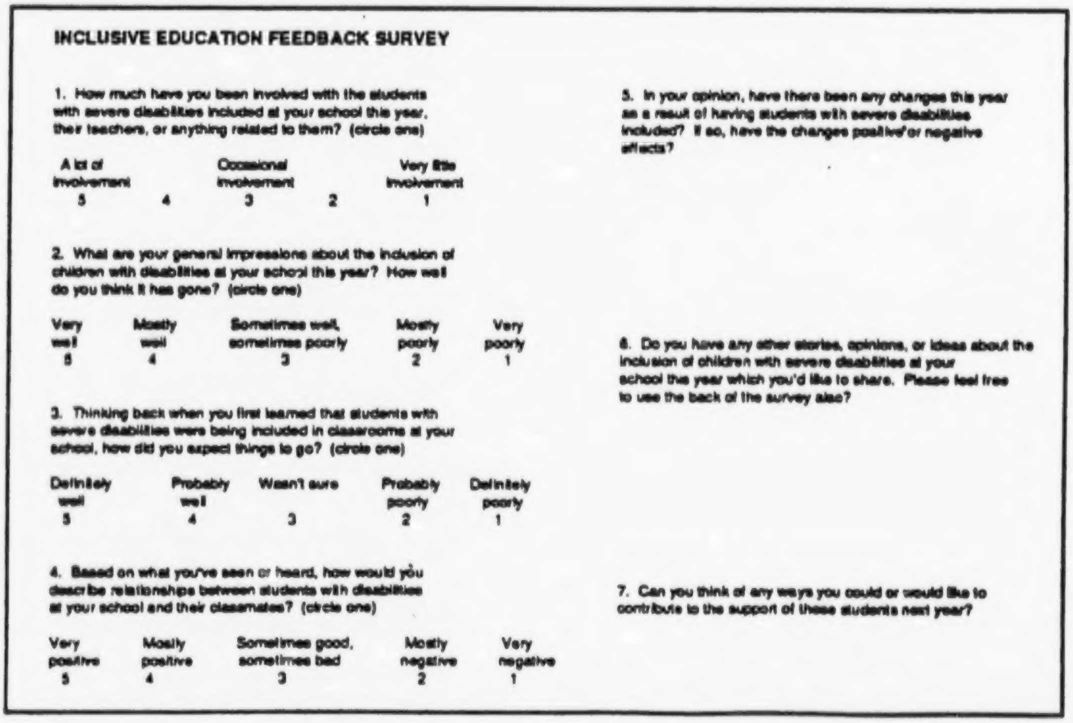
WE DON'T NEED VOLUMES OF INFORMATION...... BUT........"MAYBE JUST A LITTLE INFORMATION"

IMPRESSIONS FROM SCHOOL SUPPORT STAFF IN THE FOREST LAKE SCHOOL DISTRICT

In May 1992 staff from Columbus, Forest View, Lino Lakes, Linwood, Scandia, and Wyoming who were not involved in evaluation in other ways were provided with the option of offering feedback via a survey format. Surveys were distributed to building secretaries, custodians, health aides, playground and lunchroom assistants, media clerks, and cooks. These are people that do not (typically) attend team meetings for individual students, and yet play very significant roles in the lives of many children and adults in school.

The previous year interviews were conducted with the support staff at Scandia, to get their ideas and perspectives as members of a building that included students with severe disabilities for the first time. Their insights and recommendations were very helpful. We wanted to continue to learn from support staff; however, inteviews were not feasible with such a large number of people. Instead, we developed a survey to get at some of the same issues. The survey looked like this . . . . .



INCLUSIVE EDUCATION FEEDBACK SURVEY

1. How much have you been involved with the students with severe disabilities included at your school this year, their teachers, or anything related to them? (circle one)

A lot of involvement		Occasional involvement		Very little involvement
5	4	3	2	1

2. What are your general impressions about the inclusion of children with disabilities at your school this year? How well do you think it has gone? (circle one)

Very well	Mostly well	Sometimes well, sometimes poorly	Mostly poorly	Very poorly
5	4	3	2	1

3. Thinking back when you first learned that students with severe disabilities were being included in classrooms at your school, how did you expect things to go? (circle one)

Definitely well	Probably well	Wasn't sure	Probably poorly	Definitely poorly
5	4	3	2	1

4. Based on what you've seen or heard, how would you describe relationships between students with disabilities at your school and their classmates? (circle one)

Very positive	Mostly positive	Sometimes good, sometimes bad	Mostly negative	Very negative
5	4	3	2	1

5. In your opinion, have there been any changes this year as a result of having students with severe disabilities included? If so, have the changes positive/or negative effects?

6. Do you have any other stories, opinions, or ideas about the inclusion of children with severe disabilities at your school the year which you'd like to share. Please feel free to use the back of the survey also?

7. Can you think of any ways you could or would like to contribute to the support of these students next year?

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Twenty-one staff responded, with representation from all 6 schools. The following are some of the "key themes" and information gathered from survey responses:

Key Themes

- All respondents perceived themselves as either having very little or occasional involvement related to including the students with severe disabilities (question #1). Overall this seemed "ok" with people.....a satisfactory level of involvement according to their own job requirements and interests. However, several expressed an interest in more information about students on the playground or during lunch as being helpful....

  " At the beginning we were given nothing (information about the newly included student) so we had to find out by ourself, when we found what we could get out of him, it was much easier"
  -Noon Hour Staff

  or information about medical needs. . . . .

  "In my position I need to know of any special health needs or medication needs. Also-if I would need any additional training in a certain area"
  -Health Aide

- Most were not sure how inclusion would succeed (question #3, thinking back in time what did you expect?). However, once the children were a part of the building and the school year rolled along, all but one person surveyed had generally positive impressions of the overall success of inclusion (question #2). Over 76% thought that looking back over the year inclusion had gone "mostly well" or "very well". The remaining 24% responded "sometimes well, sometimes poor" to this question.

  Overall the attitude about students with disabilities being members of the school community appeared positive as reflected by this quote. . . . .

  "We are glad to help them achieve a quality school experience "
  -Building Secretary

- People seemed to define "things going well" in different ways. For some it meant observing positive interactions between students with and without disabilities; for others it was viewed as positive if things didn't seem much different (a sort of "no news is good news"!) as reflected in the following quote:

  "I haven't seen any changes. Everything seems to be running smoothly"
  -Playground Monitor

- Based upon what they saw or heard, these staff had generally positive impressions of the relationships between students with disabilities and their classmates (question #4). Over 60% responded either "mostly positive" or "very positive", with the remaining people choosing "some good/some bad". Nobody ranked the relationships between students as mostly or very negative. This was exciting to see!

  "The children seem to have a closer relationship. It is a positive effect"
  -Noon Supervisor

One person wrote of the children
"walking and playing together.....and commented that "they treat her just as another student".

Additional impressions, learning and stories

- Two people expressed concern for classroom teacher and/or special education staff time and demands. They were concerned it might be too much for someone who already does a lot. Classroom teachers already deal with challenging needs of many students.

- It was clear that most of the responding staff thought a great deal about children, and gave certain students that "extra mile". Only one person commented on extra time or attention as being an issue or "problem". It seemed that most staff just assume they "give extra" for certain students that need that support, and don't perceive this as "out of the ordinary".

- When speaking of a particular student at lunch, a noon supervisor observed that the student was "helped by other students as much as adults". This person viewed this as mostly positive for both the student with and students without disabilities, but also commented on wishing there was more adult help during lunch because certain students "do need extra watching, help, and time".

- For two people there was a mismatch between their rankings and written comments. Although responses to questions 2-4 were positive or "sometimes well/sometimes poor", two people expressed very negative concerns about students with severe disabilities being a part of general education classrooms (questions 5-7). Even with appropriate support to the classroom teacher, these two did not feel it was worth it for the students with and without disabilities. However, the majority of the respondents rated this past year of including students with and without disabilities together as positive (questions 2-4), with their written comments (questions 5-7) being supportive as well.

- Many support staff had definite expectations and strategies to help the children learn and grow. One person commented on the growth in learning new signs ("doing sign language"); another described a recess expectation of wanting to see a student get better at "learning to play more than just walking around...and getting in tune to his feelings (with school work, play, and other students)".

Closing

In our attempts to not overwhelm people with too much information, we perhaps sometimes err on not providing enough....at the needed times. It appears that some would have appreciated more direct information from other adults who knew students, instead of discovering everything for themselves.

In the words of one of the cooks. . . . .
"maybe just a little information" in order to facilitate more independence and participation with the students."

Inclusive Education Staff Feedback Survey

In May 1993, staff from Columbus, Forest Lake Elementary, Forest View, Lino Lakes, Linwood, Scandia, and Wyoming were provided with the opportunity to provide feedback regarding inclusive education via a survey. Surveys were distributed to building secretaries, custodians, health aides, playground assistants, lunchroom assistants, media clerks, cooks and instructional assistants. With the exception of instructional assistants, these people do not typically attend team meetings for individual students or give formal feedback in other ways. These individuals do, however, play an important roles in the lives of many students. Therefore, we thought it was important to get their feedback.

Thirty staff responded to the survey, with representation from all seven schools. Some key findings are as follows:

**When school support staff were asked about the amount of their involvement with students with severe disabilities (Question 1) responses ranged from "Very little involvement" to "A lot of involvement", with most respondents citing "Very little" to "Occasional" involvement. Although she rated herself as having only occassional involvement with Tommy, one cook's helper stated that she would like to continue to contribute to his support next year and tells the following story about how she has supported his learning in the lunchroom:
"Tommy makes sure his tray is emptied and piled just so, and will not take his hands off until we say, 'Thank you, Tommy.' He also wants to put in his 'pin number' on the computer (which is how students purchase their lunches).

**When people thought back on their initial expectations regarding inclusive education (Question 3) most (77%) were not sure of how inclusion would succeed. However once the children became part of their school communities and people got to know them, the majority of respondents cited generally positive impressions of the overall success of inclusion (Question 2). Responses about how the inclusion of students with disabilities had gone (Question 2), ranged from "Very poorly" to "Very well", with Most respondents indicated that inclusive education had gone "Very well" (43%) or "Mostly well" (37%). 14% of those surveyed indicated that inclusive education had gone "Sometimes well, sometimes poorly"; with 3% (1 person) indicating "Mostly poorly" and 3% (1 person) indicating "Very poorly". Overall the attitudes about students with disabilities being members of their school communities were positive as reflected by these quotes:

I think it is a good experience for everyone involved with the school system.

- Lunchroom staff person

The students with disabilities are accepted and no one feels that it is different. Our understanding and the students' grows more each year.

-Building secretary

**Most of the respondents described the relationships between students with and without disabilities (Question 4) positively, with responses ranging from "Mostly negative" to "Very positive". 35% of respondents described the relationships as "Very positive", 41% as "Mostly positive", "17% as "Sometimes good, sometimes bad", and 7% as "Mostly negative". The following quote describes some of the relationships which have occurred:

"Kids (without disabilities) really seem to enjoy them (students with disabilties). They interact well and accept them. Kids get involved and help when possible."

-Noontime Supervisor

**When asked to comment on changes in their schools as a result of having students with severe disabilities included (Question 5); to share stories, opinions, and ideas about the inclusion of students with disabilities (Question 6); and to identify ways in which they could contribute to the support of students with disabilities (Question 7), the majority of prople responded positively toward students with disabilities and their inclusion in their school communities.

**Many respondents cited the learning by both students with and without disabilities as being positive outcomes of inclusion. They stated that children without disabilities had learned to accept and understand those with differences and that students with disabilities had learned a great deal from their classmates. People also shared positive examples of their own involvement with students with disabilities and examples of ways in which those students had become members of their school communities. The following quotes are examples of people's positive comments:

"I believe that there have been positive effects on the children without disabilities that are in the presence of children with disabilities. I have noticed that children tend to put out an extra helping hand to those with disabilities."

"There has been a positive reaction from all of the students in the classroom."

"The students in our school really look out for the child with disabilities. I think it has given them a better understanding of how all children are different and may not be like them. It has been a positive learning experience for them."

"Tommy has picked up a lot from his classmates"

"We have noticed major changes in what the students (with disabilities) understand. Andy and Judy are showing so much improvement and their classmates enjoy them."

"We all try to encourage and talk with students with disabilities whenever we see them."

"The students with disabilities flow quite easily with the rest. It takes a little more time to watch them on the playground, but not nearly enough to cause a problem. I like the idea of 2 buddies on the playground with the students with disabilities."

**Three people, all from the same building, made negative comments toward students with disabilities and their inclusion in their schools as the following comments represent:

"Students with3 disabilities should be kept together, not inclusion."

"I do not support inclusive education."

"Classroom teachers are expected to do too much. How can one person deal with children with so many different needs? It's not fair to anyone, especially the average students."

This same survey was conducted with support staff from six of the seven buildings the previous year (May, 1992) and an interview asking similar questions was conducted with people from Scandia the first year of the project (May, 1991). Some general findings across the three years as follows:

**School support staff are generally positive toward students with disabilities and their inclusion in their school communities.

**Many school support staff have a vested interest in and want to support all of the children in their schools. Many support staff have definite expectations for children and want to help them learn and grow.

**Some support staff feel that they want and need some direct information about students from other adults who knew them, rather than discovering everything for themselves. This was cited as a concern particularly in the first two years of the project.